

D.C. Per Pupil Costs This Year Top Most Mid-Atlantic States

By Susan Jacoby

Washington Post Staff Writer

For the first time, Washington is spending more per pupil on its public schools this year than several nearby states, according to an annual report released by the National Education Association.

Prepared by the NEA's Research Division, the report compares projected spending for the 1967-68 school year with spending during 1966-67.

During the 1966-67 school year, Washington spent less per student than the average for the Middle Atlantic states, including Delaware, Maryland,

New Jersey, New York and Pennsylvania. The average per pupil cost for the Middle Atlantic states was \$706 and Washington spent \$628.

This year, Washington is spending \$775 per student—the second highest expenditure in the group of states. The average for the Middle Atlantic states is now \$765.

No City Comparisons

Joseph M. Carroll, assistant superintendent for research, budget and legislation, pointed out that the NEA report compares the District with other states as a whole rather than with cities of comparable size.

"The fact that we were spending less than other states, which have the majority of their population in normal economic circumstances, was even worse than if we had just been spending less than comparable cities," Carroll said. "The majority of our school population is poor, which means our expenditure should be much higher than that of most states."

The D.C. schools are spending \$100 to \$150 more per student than several other cities of comparable size, including Cleveland, Boston, Milwaukee and St. Louis.

Carroll said the improvement is due primarily to a \$13 million increase in this year's operating budget approved by Congress. Increases in the D.C. budget also give the public schools more money from Federal programs such as impact aid, which base part of their appropriation formula on local expenditure.

Region Leads Nation

The NEA report shows that the Middle Atlantic states lead the Nation in spending per student. The Far West (California, Nevada, Oregon and Washington) ranks second; the New England states third, and the Great Lakes states (Illinois, Indiana, Michigan, Ohio and Wisconsin) rank fourth.

The Southern states, as in past years, spend the least per student — \$457 for 1967-68. The poorest Southern states increased their spending per student by only 2 or 3 per cent, compared with a na-

tional average increase of nearly 10 per cent.

Alabama, for example, increased its per pupil expenditure from \$378 in 1966-67 to \$389 this year. Mississippi increased its spending by only \$7 a student — from \$317 to \$324.

The report also shows that teachers' salaries nationally will average about \$468 more this year than last. The NEA reports that teachers' salaries have increased 61 per cent during the past 10 years but that the gain in purchasing power has been only 38 per cent, taking into account advances in the Consumer Price Index.

More men have been attracted to teaching during the past decade, although the percentage increase has leveled off in the last three years. The greatest increase in male teachers has been in the high schools — nearly 87 per cent higher than ten years ago. In the elementary schools, the increase has been about 50 per cent. About 350 of Washington's 3650 elementary school teachers and 1000 of its 1665 high school teachers are men.

Washington Post
January 2, 1968

U.S. Patent and Trademark Office

Top Secret - Atomic Energy

1. This invention relates to the field of atomic energy and more particularly to the field of nuclear reactors. It is an improvement upon the prior art in that it provides a means for controlling the rate of nuclear fission reactions in a reactor core.

2. In the prior art, nuclear reactors have been controlled by the use of control rods which are inserted into or withdrawn from the reactor core. The control rods are made of a material which is capable of absorbing neutrons, thereby reducing the rate of fission reactions. However, the use of control rods has several disadvantages. First, the control rods must be moved in and out of the reactor core, which is a time-consuming process. Second, the control rods must be made of a material which is capable of withstanding the high temperatures and pressures within the reactor core. Third, the control rods must be made of a material which is capable of absorbing neutrons without becoming radioactive itself.

3. The present invention overcomes these disadvantages by providing a means for controlling the rate of nuclear fission reactions in a reactor core without the use of control rods. The invention consists of a reactor core containing a plurality of fuel elements. Each fuel element is made of a material which is capable of undergoing nuclear fission reactions. The fuel elements are arranged in a grid pattern within the reactor core. The rate of fission reactions is controlled by the use of a neutron absorber which is positioned between the fuel elements. The neutron absorber is made of a material which is capable of absorbing neutrons, thereby reducing the rate of fission reactions. The neutron absorber is moved in and out of the reactor core by a mechanical means, thereby controlling the rate of fission reactions.

4. The present invention has several advantages over the prior art. First, the neutron absorber does not need to be moved in and out of the reactor core, which is a time-consuming process. Second, the neutron absorber does not need to be made of a material which is capable of withstanding the high temperatures and pressures within the reactor core. Third, the neutron absorber does not need to be made of a material which is capable of absorbing neutrons without becoming radioactive itself.

5. The present invention is a significant improvement upon the prior art and is well adapted for practical use in nuclear reactors. It is therefore claimed that the present invention is a novel and useful improvement upon the prior art.

6. The following is a brief description of the drawings which illustrate the present invention. Figure 1 is a cross-sectional view of a reactor core showing the arrangement of fuel elements and the neutron absorber. Figure 2 is a cross-sectional view of a fuel element showing its internal structure. Figure 3 is a cross-sectional view of the neutron absorber showing its internal structure. Figure 4 is a cross-sectional view of the mechanical means for moving the neutron absorber in and out of the reactor core.

7. The present invention is described in detail in the following claims, which are intended to be read in conjunction with the foregoing description and the drawings.

8. What is claimed is:

1. A reactor core comprising a plurality of fuel elements arranged in a grid pattern, and a neutron absorber positioned between the fuel elements, the neutron absorber being movable in and out of the reactor core by a mechanical means.
2. A fuel element comprising a plurality of fuel rods arranged in a grid pattern, and a neutron absorber positioned between the fuel rods, the neutron absorber being movable in and out of the fuel element by a mechanical means.
3. A neutron absorber comprising a plurality of neutron absorbing material arranged in a grid pattern, and a mechanical means for moving the neutron absorber in and out of the reactor core.
4. A mechanical means for moving a neutron absorber in and out of a reactor core, the mechanical means comprising a plurality of rods arranged in a grid pattern, and a mechanical means for moving the rods in and out of the reactor core.

School Board OKs Report to Wright On Compliance

By JOHN MATHEWS

Star Staff Writer

The District Board of Education this morning approved a report for submission to Judge J. Skelly Wright later today to show that the school system is complying with his de facto school segregation decision.

"All stops are being pulled to comply with the District Court order," School Supt. William R. Manning said.

The superintendent said the system's efforts to equalize educational services and opportunity in response to the Wright decision amounted to a "honest and in-depth approach to treating a cancerous sore that has been blighting education for so many of Washington's youth."

The report outlines extensive boundary changes for District junior and senior high schools that would place greater numbers of Negro students in predominantly white schools next fall and result in an increased social and economic mix of students.

Plans for increasing the racial integration of teaching staffs, without the forced reassignment of teachers, also are in the report.

Judge Wright could receive the report without comment or he could order the school board to take new action or provide him with more information.

Julius W. Hobson, the chief plaintiff in the case, charged last week that the school board is not complying with the Wright decision. Hobson said he would seek a hearing before Wright.

Last Friday the school board gave preliminary approval to the bulk of the report to the court, but asked the administration to include more information on compensatory education.

The revised report, including an outline of the compensatory programs, was approved without objection by the board members

attending the 18-minute meeting today. Four of the nine members were absent.

The board submitted no report to Judge Wright describing how it has eliminated the track system of student grouping, ordered abolished by the judge in his June 19th decision.

Many of the compensatory education programs outlined by the board, such as a proposed \$3.5 million prekindergarten program for an estimated 6,600 students, are now before the City Council, but have been eliminated from Mayor Washington's budget.

The school board said that it is lowering the class size for students from low-income families and is providing extra counselors and more equipment and classroom materials.

The board promises Judge Wright to explore the possibility of increased cooperation in pupil exchange programs or joint teaching ventures with suburban school districts. Federal funds could be pooled by the area school districts to provide joint programs open to students from both city and suburb, the report said.

In his decision Judge Wright said he had no authority to compel the suburban school districts to cooperate with the Washington school system, but he was urging the city to approach the suburbs.

is considering recommendations that would shift about \$3.5 million of the 1969 budget allocations to the city's schools and would also order school officials to use the money as directed by the lawmakers.

The recommendations came from a study group of council members Margaret Haywood and Joseph Yeldell, who expressed little faith that the school administration would use the money as allocated unless explicitly directed to do so.

The two lawmakers reported that the fund shifting would necessitate only an addition of some \$700,000 to the budget recommendations of Mayor Walter E. Washington, with the bulk of the money—\$2.9 million—coming from the scuttling of plans for a prekindergarten program. Yeldell commented that the system doesn't have the space

City Defends Purchase of Freeway
Land. Page B-3

to accommodate youngsters under the program anyway.

Councilmen are not sure of their authority to direct where money is to be spent, they delayed a vote on the recommendation until today in order to seek legal advice.

School Board Criticized

The school administration and the Board of Education once again came under heavy attack by some council members. The council is meeting as a committee of the whole to hear reports from study groups assigned to cover the different parts of the budget and make recommendations.

Two groups were heard from yesterday, with the council scheduled to meet today and

when the budget is due to go back to Washington. The crucial final vote on the document is due tomorrow night.

Besides the study group on school recommendations, the council heard another report that would add \$56,000 to the budget recommendations. A group headed by Councilwoman Polly Shackleton requested that that sum be applied to supply more legal aid to indigent defenders in criminal cases.

That group also recommended that allocations to the Council on Human Relations be passed just as the mayor asked including 14 additional staff members. However, the councilmen did recommend some of the new staffers be used on night duty.

Propose Outside Study

The study group of Haywood and Yeldell, a former school teacher in Pittsburgh, also called for a thorough study of the school administration by a team of consultants from outside the system and for establishment of a permanent staff for both current and long-range planning in school operations and buildings and grounds. He said the issues are so urgent that they should be moved into the recommendations of the 1968 budget supplement, which the lawmakers agreed to consider, after Yeldell furnishes them with more information today.

If Yeldell's recommendations are followed, money would be restored to the original request by school officials. The areas for the additional funds would be staff development; improvement of classroom and related staffing; improvement of instruction, including library services, equipment and educational trips; improvement of field administration; D.C. Teachers College; decentralization of administration, starting of the Model Schools Project in the Cardoza area, and maintenance of plants.

Yeldell considers the test today as to whether or not the council has the authority to designate where money is to go "to be very, very crucial" in the whole matter. He said he has no faith that the administration would efficiently use any additional money it receives. He added that new ideas have to be injected into the school system from the outside "because the present administration isn't capable of doing so."

"If we can inject new thinking into the school system through this budget, then we should," he told fellow councilmen. "We can't leave it entirely to the system."

Council Seeks Path On School Spending

The Evening Star

WASHINGTON, D. C., WEDNESDAY, JANUARY 3, 1968

On School Spending Council Seeks Path

The Evening Star

WASHINGTON, D. C., WEDNESDAY, JANUARY 2, 1952

Kenilworth School Gets Pledge of Aid by District

By CHARLES CONCONI
Star Staff Writer

Parents of Kenilworth School pupils were told today that the city government will give them all the help they will need to rehabilitate the school.

Julian R. Dugas, director of the District Department of Licenses and Inspections, made the pledge at a hastily called meeting at the school, which has been plagued by broken windows and lack of heat. Work on the furnace was done yesterday.

Mayor Walter E. Washington had dispatched Dugas, James Blaser, director of city buildings and grounds, and Granville Woodson, assistant school superintendent for buildings and grounds, to meet with Police Capt. Owen W. Davis, who is head of the school's PTA, and members of the community.

"We are here as a fair indication that there is a new breeze blowing in this town," Dugas said. "We have an intense interest in this section and will give you all the help we can."

Dugas said that the Kenilworth area has the concern of the entire federal establishment and is considered "top priority" by the District government.

A number of parents, members of the Kenilworth Courts Parents Association, told the District officials that they live in an isolated community across the Anacostia River and need assistance and recognition.

The meeting was held in the office of the principal, Laura P. Carson, whose windows also were broken. She said most of the windows had been broken Halloween eve and still had not been replaced.

Woodson said that glaziers would be assigned to the school this afternoon and work into the night to repair the scores of broken windows. He said that the school's furnace, which was not running properly when

children returned from Christmas vacation, was repaired yesterday by replacement of a coil in a circulator.

Woodson emphasized that broken school windows are a city-wide problem on which the school department has spent millions of dollars.

Area School Talks Backed

By J. W. Anderson

Washington Post Staff Writer

The two big suburban Maryland school systems said yesterday that they are entirely willing to discuss many kinds of cooperation with the Washington city schools.

The two suburban systems' superintendents sharply denied that they had refused to meet city school officials.

Washington School Board President Everett A. Hewlett had charged on Tuesday that both of the Maryland systems were not interested in a meeting.

To the contrary, Montgomery County School Superintendent Homer O. Elseroad said, the County's School Board invited discussions with the city in a letter last Sept. 11.

But the city School Board never answered the letter, Elseroad said.

Both Prince George's County Superintendent William S. Schmidt and Elseroad suggested that city and suburban schools could cooperate in teacher training.

Schmidt suggested that Washington and Prince George's might cooperate in compensatory programs for disadvantaged children.

Elseroad added that talks might include the possibility of early placement of pupils from other jurisdictions in Montgomery Junior College and of exchanges of assembly programs.

But Elseroad said that the Montgomery Board did not care to discuss busing with the city. Montgomery's rapid growth, and the pressure to reduce class size, would make it "impractical" to talk about enrolling any substantial number of city children in County schools, he said.

The Washington School Board is under court order to seek cooperation with suburban schools. In the Hobson decision last June, Federal Judge J. Skelly Wright told the city Board to try to find ways of working with its neighbors.

In September, the city Board wrote to several suburban school systems, but apparently never pursued the matter.

Last Friday, the Washington School Board met to consider its report to Judge Wright on its progress in carrying out his order.

Board members noted that the proposed report said nothing about metropolitan cooperation. A secretary was told to call Montgomery, Prince George's and Arlington Counties.

When the Board met again early Tuesday morning, Mr. Hewlett reported that Arlington was willing to discuss joint projects, but that the two Maryland counties were not.

Elseroad said yesterday that he had been unable to discover who Hewlett's secretary had spoken to in Montgomery. The County still stands on its September letter, he said.

The Evening Star

WASHINGTON, D. C., THURSDAY, JANUARY 4, 1968

2 on School Board Score Council on Fund Shifts

By ERNEST HOLSENDOLPH
Star Staff Writer

Members of the District Board of Education, stung by the City Council's criticism of their school budget and planning, charged last night that council critics are unqualified to judge school needs.

The board met at Meyer School in the Cardozo area for its monthly meeting to hear from community residents. But board members John A. Sessions and Benjamin Alexander took the opportunity to blast council members Joseph Yeldell and Margaret Haywood for recommending shifts in school budget priorities and calling for tighter council control over school spending.

The council tentatively approved the recommendations yesterday. Further action was expected today or tomorrow.

"Yeldell and the lady studied school needs for two weeks — the administration took months to prepare the budget — how could they be right and our officials wrong?" Alexander demanded to know.

Sessions was particularly perturbed at Yeldell's call for "blue ribbon experts" to help implement the Passow recommendations to improve schools and make long-range plans.

"Never has a board been more concerned with long and short-range planning than this one," Sessions said. "We were working with blue ribbon experts long before Mr. Yeldell expressed astonishment at being named a Councilman."

Yesterday, at Yeldell's suggestion, the council tentatively appropriated \$100,000 not requested by the schools to hire a three-member study group to

help implement the Passow recommendations.

Yeldell said last night that he is aware that Mrs. Anita Ford Allen, vice president of the board, already heads an executive group to study and help implement the report.

"I feel that implementation is the job of the administration," he said, "but I'm willing to leave up to the board any decision on how to use the pay positions."

When asked last night if he had consulted with any board members before making his education proposals to the council, Yeldell said that he had conferred only with Joseph M. Carroll, assistant superintendent in charge of budget, research and legislation. Carroll was disappointed in the decision to drop early education, Yeldell said.

Mrs. Ann H. Stults warned the board to "rise above petty politics" in its confrontation with the city council.

"However good the notion of an elected school board may be, we have a glimpse already of the kind of political controversy which may arise," Mrs. Stults said. "We must press for the improved education of our children."

Yeldell got some unexpected support for his stand today from a leading school critic, Julius W. Hobson.

"I agree with your position 100 percent," Hobson said in a telegram to the councilman. "The schools do not need more money to do more of what they are doing poorly. Thanks to the city council's position on the school budget, we may be able to save the Washington school children yet."

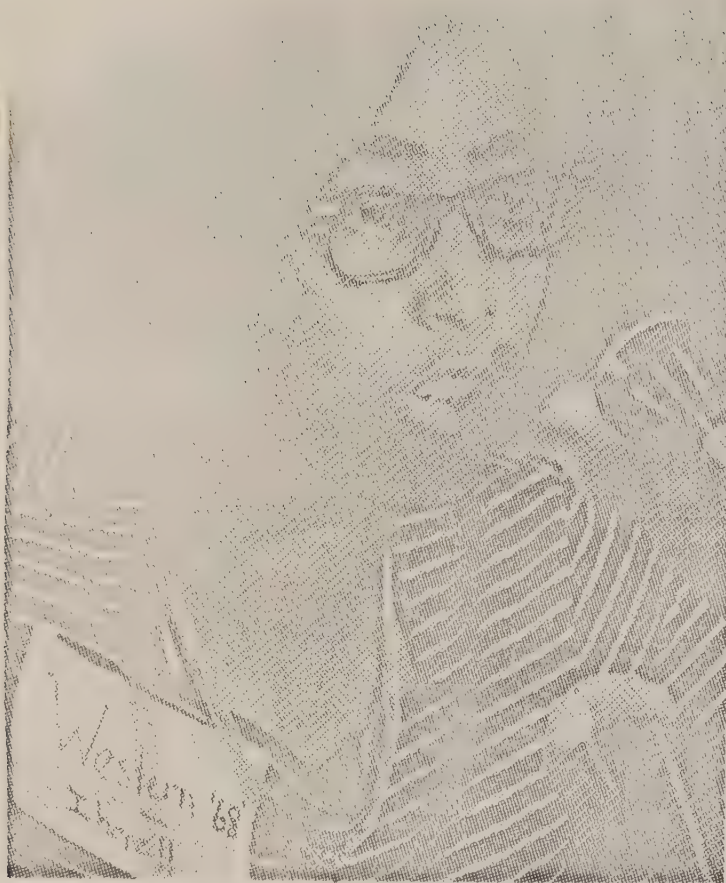
THE EVENING STAR
Washington, D. C.
Wednesday, January 10, 1968

Wright to Hear Pleas on School Decision Jan. 23

Judge J. Skelly Wright of the U.S. Court of Appeals has set Jan. 23 for arguments on whether an appeal of his landmark decision on de facto school segregation in the District should be allowed.

Wright, who sat in U.S. District Court when he issued the decision June 19, will hear a variety of motions dealing with an appeal proposed by lawyers of former school Supt. Carl Hansen, Carl C. Smuck, a school board member, 20 white and Negro parents and a District music teacher.

Wright scheduled the arguments after the full bench of the U.S. Court of Appeals requested him to proceed with a decision on the motions for permission of appeal. The judge scheduled the hearing for 2:30 p.m.



MISS VICKI HATCHER
Pleads for Delay



—Star Photographer Byron Schumaker

DR. JOHN A. SESSIONS
Against Request

said McGrath, who has four children scheduled to attend Powell.

Other Crestwood speakers included Mrs. Eleanor Badger, who called for improvement of all neighborhood schools, but opposed moving her three children out of Hearst. Mrs. Madger was particularly disappointed that two of her children would miss the advantage of advanced orchestra training at Hearst and Eaton.

Mrs. Roberta Martin, a former teacher and now a mother of two Hearst pupils, described how children get attached to their schools, teachers and classmates. Having to make all these associations over again "could be emotionally disturbing to a child," said Mrs. Martin, a Negro.

"Such a setback could easily alter a child's rate of learning, his healthy attitude toward learning that we have strived so hard to establish," Mrs. Martin said.

Two speakers from the Mount Pleasant area spoke in support of the Wright order to abolish optional zones.

Mrs. Philip Shandler, who has a son at Bancroft School, at 18th and Newton Streets NW, said the ending of the optional-zone and open-school policies would strengthen the resolve of middle-class parents to support their inner-city schools and would be fairer to poor parents whose mobility is limited. But she also urged more aid for such "long-neglected" schools.

A similar position was expressed in a telegram from Mrs. Johnny McCarter, president of the Bancroft PTA.

Mrs. Thomas Firor said the abolition was essential for the long-range good of all D.C. schools.

Sessions called the meeting a "cruel hoax" and warned that the board is risking contempt convictions by Wright.

In a brief, tense confrontation, Miss Hatcher, the Western student, referred to Sessions as "that guy slouched over there, smoking the cigarette."

Mr. Hewlett ordered her to apologize, and Benjamin H. Alexander, who said he agreed with much she had said, observed that she neutralized her plea with the rude reference.

Hobson met a hostile response from the audience during his five minutes of testimony.

He said he enjoyed seeing the "white and black middle class finally come out to show their interest in schools," referring to the Crestwood parents. "If their kids are too good to rub shoulders with poor black children then they ought to send them to private schools."

"Just like you did!" said some parents and some students from Western High. (Hobson's daughter at one time was enrolled in a private school in the Washington area.)

"We are going to stop this

private school system in the District provided at public expense," Hobson said.

"Throw him out!" said a voice from the audience.

"We are going to get equal opportunity for poor black children in this rotten, lousy outfit called the United States," Hobson said.

Here there was a loud chorus of boos from the audience.

Former Transfer Guides

Among the reasons for granting transfers before the Hobson decision were:

1. Space availability in under-capacity schools, mostly west of Rock Creek Park (open enrollment policy).
2. Special day-care arrangements, whereby parents found it convenient to leave their children with out-of-neighborhood friends or relatives daily.
3. Need for special classes or services, such as social adjustment courses.
4. Hardship cases, where children are left at special care centers daily, from which the children go to school outside of the residential neighborhood.
5. Special arrangements, including cases where parents and school officials decide it is better for certain brothers and sisters to be in separate schools.

Officials say they have no breakdown by category, but special transfer and open enrollment were scheduled at the following schools:

Evening Star 1/14/68

Manning Says Schools Are in 'Deplorable State'

By ERNEST HOLSENDOLPH
Star Staff Writer

Using the sharpest language heard from him since he came to Washington, School Supt. William R. Manning yesterday said the District schools are in a "devastating and deplorable state of affairs" and called for help in providing better education for all students.

Saying the school administration "chugs along on three cylinders," he promised a "tune-

up" in the form of a reorganization plan to be submitted to the District Board of Education Wednesday.

"We can't wait for the completion of all the studies," Manning said, referring to work being done by groups to implement recommendations by Columbia University's Teachers College.

The superintendent spoke to an audience of about 500 who attended the 55th anniversary luncheon of the Delta Sigma Theta Sorority at the Shoreham Hotel.

Reportedly Manning will ask the school board to authorize certain changes in the structure of the administrative staff to last probably no longer than this summer, when the board will act to make permanent changes as recommended by Columbia.

Manning outlined some of his thinking on reorganization at a private meeting with the school board Wednesday, but board members and the superintendent have declined to comment on specific changes.

Looking toward other changes in the schools, Manning called for a "double-barreled shotgun approach" to improve District public education. "A careful

aim of a rifle won't do," he said.

The thrust of the District educational program should not be a preoccupation with integration, Manning said, although he endorses "integrated experiences" as much as possible among students. Rather, through individualized instruction the schools should provide quality education to meet the needs of all pupils, he continued.

Departing from his prepared speech, Manning took note of the boycott Friday by Eastern students to demonstrate their discontent with the way their school is run.

He repeated his promise to help involve students more in the "management of schools" and to try to provide a voice in school affairs for all pupils, not just "the student establishment." He said he has ordered John D. Koontz, assistant superintendent of secondary schools, and other officials to come up with plans to allow more student participation in decisions affecting them.

Among the most pressing needs in the schools, Manning said, are a program to provide year-round recruitment of teachers, "massive in-service training for the present staff," and involvement of all citizens in upgrading education.

NW Parents See Peril To Quality of Schools

District School Board member Albert A. Rosenfield predicted last night that any school boundary changes would not cause Upper Northwest children to be shifted east of Rock Creek Park.

"All indications are that the movement will be to expand the boundaries so that other children can come here (west of Rock Creek) with out cross-bussing," Rosenfield told more than 375 Upper Northwest residents.

But an assistant school superintendent said shifts of students to schools east of the park is under consideration.

The residents met at Lafayette Elementary School in response to the board's announcement Jan. 2 that school boundaries may be altered to equalize enrollment capacities throughout the city. Target date for completing a redistricting plan is April 15, to become effective next September. Senior classes at junior and senior highs would be exempt.

A large majority of the audi-

ence, at times vociferously angry, expressed fears that redistricting would shift their children—many of who attend Alice Deal Junior High and Woodrow Wilson High School—east of Rock Creek to schools of "lower quality education."

Agrees With Parents

Rosenfield, a 25-year resident of Upper Northwest, said he agreed with the parents. "It is my philosophy to keep quality education here, retain the neighborhood school concept, and if there are any seats to be filled, let the children come here from other parts of the city," he said.

Many of the parents expressed doubt that the board's promise to take District residents' views on the issue would have any meaningful effect in the redistricting blueprint.

John Koontz, assistant superintendent for secondary education, replied that school administrators "deliberately refuse to draw any boundaries at this point because we want to involve the people to the fullest extent."

Koontz said that some city schools are 60 percent overcrowded. Wilson High at Nebraska Avenue and Chesapeake Street NW is 250 over its 1,500 capacity. Deal Elementary at Fort Drive and Nebraska is 100 over its 1,100 capacity.

With these conditions, Koontz said, "it is conceivable that boundaries all across the system will be changed." One change being mentioned, he added, is to transfer some Deal Elementary students east to Paul Elementary, 8th and Oglethorpe Streets NW, and some Wilson students to Calvin Coolidge High, 5th and Tuckerman Streets NW.

One resident, R. Wood Tate, drew the loudest applause when he said, "the problem is not racial, it's a problem of quality education . . . we're not talking about capacities but about gerymandering."

Tate, of 3767 Oliver St. NW, said upper Northwest children's education "would be downgraded" if they are transferred east. "Spreading white children around the city" would cause education to "sink to the lowest common denominator" and further drive white families to the suburbs, he asserted.

A dissenting resident received light and scattered applause when he said his and other parents' children should be shifted east of Rock Creek if it resulted in a "high quality, integrated" school system for the District.

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Metro Area

THE EVENING STAR
Washington, D. C.
Tuesday, January 16, 1968

Carmichael's D.C. Plan: Scrap the School System

By PAUL HATHAWAY

Star Staff Writer

Stokely Carmichael says the entire District public school system should be scrapped and replaced by a new one under black control.

"The entire program should be junked," he said. "Our parents are going to have to take over the schools."

"You can't talk about integrating schools here because 93 percent of the children are black," he said. "So we must begin to make these schools in our community better."

"Our (black) community is loaded with pimps and hustlers," he said. "If I go to a high school, that high school must teach me to be a better hustler or a better pimp. If it can't, then it must teach me how to change the community to make it better."

Carmichael's remarks left little doubt that the public schools will be one of his principal targets in his civil rights campaign here. He made them in a taped recording session for a special news program on radio station WOL which will be presented 7:30 p.m. Sunday.

Carmichael, graduate of Howard University, returned here two weeks ago to form a new coalition of 100 local militant and moderate civil rights leaders called the Black United Front.

Carmichael said the daily press has been too quick to condemn the new coalition.

"Whenever black people get together, white people condemn that unity," he said. "When Gov. Wallace meets with President Johnson, or when Sen. Eastland meets with someone, no one in the white community ever condemns their right to meet. . . . Why the hell has the hunkie got the right to condemn us? That's because when the white man comes into the community, he doesn't really see a moderate or a radical or a revolutionary, he sees a black man. The only reason they (white people) scream is they don't want black unity. They know it will mess up their system."

Carmichael was asked if he would work with Dr. Martin Luther King Jr.'s civil disobedience campaign here this spring for better jobs and income.

He replied: "Dr. King is a black man. Dr. King is working for the betterment of the black man. Anyone who works for the betterment of the black man will have our support."

Carmichael also had caustic references about the United States' role in the Negro's thrust for equality.

"The United States," he said, "is built on the three Ms. Missionaries, Money and Marines. Well, they sent the missionaries into our community — those were the white kids. And we threw them out. Then they sent the money, and they drew that out. And now they are sending the Marines."

Educators And Clubs



Wash. Post

1/21/68

By

William

Raspberry

"YOU KNOW, you ought to take a look at a group called the Federal Schoolmen's Club," my friend told me last week. "A lot of administrative bigwigs of the school system belong to it, and as a result the club is able to influence school policy.

"A lot of policy matters are settled before they ever get to Franklin (Franklin School, where the administrative offices of the public school system are located)."

My friend made it very clear that she was suspicious of this sort of behind-the-scenes decision making. And she was especially bothered "because the club is segregated, you know."

It seemed eminently worth checking out. A brief investigation turned up some interesting facts, probably none of them very significant.

The first major discovery was that there is, in fact, a Federal Schoolmen's Club, although neither I nor any of The Washington Post's education reporters had ever heard of it.

The question of policy influence was more difficult. Members insist they make no effort to influence school policy, and rarely even discuss such things at their meetings.

The membership, however, does include some of the top school officials. John Koontz, who is in charge of day-to-day operations of elementary, secondary and vocational schools, is a member. So are Dr. Rufus Browning, assistant superintendent for personnel; John M. Fletcher, executive assistant to the deputy superintendent, and former Supt. Carl F. Hansen.

WHILE SUCH men certainly are capable of influencing policy, other members include teachers, principals and college professors from public, private and parochial schools all over the metropolitan area. The current president is Dr. Samuel E. Burr Jr., professor of education at American University.

My friend turned out to be wrong on the point that bothered her most. The club is not segregated—not, at any rate, since about a year ago when Dr. William H. Martin, a State Department official, was accepted for membership.

But there is, as my investigation revealed, a segregated group of District school officials. This is the School Club, whose 16 members—all Negroes—include Benjamin Henley, deputy superintendent and the No. 2 man in the school system, and Assistant Supt. Norman Nickens.

Both groups seem a trifle embarrassed about their racial make-up, and the Schoolmen had reportedly been trying to do something about it in the past few years.

THE EXISTENCE of white and Negro clubs, particularly among professionals, is anachronistic in the Nation's Capital in 1968, but they abound here. Most are carry-overs from the day when Negroes, not welcomed in white clubs, formed their own groups. Many of the Negro groups continued in existence after the white ones were integrated.

There are National and Capital Press Clubs, the Touchdown and Pigskin Clubs, the Washington and D.C. Bar Associations. There are white and Negro medical and dental societies. And there are the School Club and the Schoolmen.

It probably doesn't matter much, even if it does look funny. At their last meetings, the School Club discussed Charles de Gaulle and the Schoolmen talked about laser beams, neither of which is a gut policy matter in the local school system.

Course Offerings

Vary in Schools

Wash. Post 1/21/68

By Susan Jacoby

Washington Post Staff Writer

Washington's school system, under court order to end racial and economic discrimination, has made little progress this year toward correcting wide disparities in the selection of courses offered by different high schools.

A sampling of five Northwest high schools by The Washington Post shows that advanced courses in mathematics and science are available at only two schools—Wilson and Western. Foreign language offerings also varied widely.

Course offerings are sure to affect reaction by parents and students to boundary changes being contemplated by school officials under Judge J. Shelby Wright's decree. The boundary changes would require some students to transfer next fall into schools that do not offer classes as advanced as those the students are taking now.

Western High School in Georgetown, for example, offers its students five years of French, four years of Spanish, four years of Latin, two years of Russian, a year of Chinese and an after-school class in Italian.

Dunbar High School, 1st and N streets nw., offers only three years of French, two of Spanish and two of Latin.

One of the changes under consideration would shift the Western boundary eastward into the present Dunbar school zone.

Wilson High School, at Nebraska Ave and Chesapeake Streets nw.,

offers algebra, plane geometry, trigonometry and advanced placement courses that can lead to college credit in analytical geometry, calculus, biology and chemistry. Wilson is the only high school in the District offering advanced placement courses although they are available at most suburban high schools.

Nearly 80 per cent of the students at Wilson go to college—the highest percentage in the city. Advanced course offerings diminish as the percentage of college-bound students in a school decreases. Both the course offerings and the number of college-bound students

is lowest in the Northwest high schools located farthest east of Rock Creek Park.

Coolidge High School, 5th and Tuckerman Streets nw., offers mathematics courses through analytical geometry but no advanced placement. More than half of the students at Coolidge go to college.

Roosevelt High School, with a smaller percentage of college-bound students, has a math curriculum that goes through trigonometry. Dunbar offers only algebra and geometry.

Western offers two years of chemistry, one of biology and physics. Coolidge offers on year of chemistry, biology and physics.

There are some exceptions to the pattern. Roosevelt, for example, is the only high school in the city with four years of German.

John D. Koontz says the school administration has no plans to study disparities in course offerings until after the boundary changes are settled. Koontz was assistant superintendent in charge of junior and senior high schools until he was named last week to head a new Division of Community School Coordination under Superintendent William R. Manning's reorganization plan.

Students who will be seniors next year will be allowed to stay in their present schools but juniors will have to transfer.

Koontz explained that "after we determine where the student is to go, he will be able to request the classes he wants. If enough students request a class, it will be offered. If there aren't enough students to make up a class and the youngster is really qualified to take the subject, he could conceivably be transferred back to his old school. We haven't figured that out yet."

School officials have not indicated when the new boundaries will be determined. Sidney H. Zevin, principal of Western High School, says "it's practically essential that the boundaries be set before the end of this school year so we can have counseling sessions with the new students who will be coming in and help them determine their schedule of classes."

More than 6000 flyers have been distributed by the P-TA groups of the junior high schools that feed into Western inviting parents to a meeting Feb. 3 to discuss the boundary changes. The P-TA's are expected to make their own recommendations to the school administration on the proposed changes.

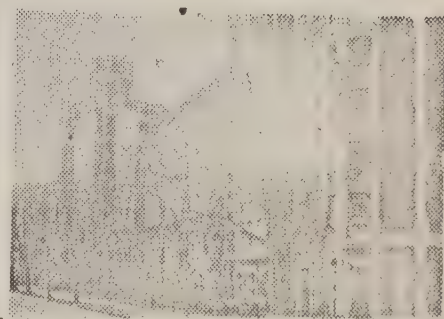


These courses are offered at Western High School:

Math—applied math, 2 years algebra, plane geometry, combined college algebra and trigonometry, analytical geometry.

Science—fundamentals of science, biology, 2 years chemistry, physics.

Languages—5 years French, 4 years Spanish, 4 years Latin, 2 years Russian, 1 year Chinese, 1 year non-credit Italian.



These courses are offered at Dunbar High School:

Math—applied math, 2 years algebra, college algebra, plane geometry.

Science—physical science, biology, chemistry, physics.

Languages—3 years French, 2 years Spanish, 2 years Latin.

School Boundaries

The School Administration has managed to make a menace out of a mandate. Directed by Judge J. Skelly Wright to submit to him a plan of pupil assignment complying with the principles announced in his opinion of last June, the Board of Education just about managed to get under the wire on January 2 with a plan which may satisfy the judge but can only confuse the community.

The plan was not a plan exactly. It was merely an indication that the existing boundaries of a number of high schools and junior high schools would be extended in a variety of directions penetrating the existing boundaries of other high schools and junior high schools. One was left with a general impression that all these scholastic structures would be flying about come next September from yon to hither, or vice versa, as though uprooted by a Kansas cyclone. The Board of Education did not afford the slightest intimation as to how far the boundaries would be extended. And so no family can make any more than a gross guess where its adolescent children will be going for an education next year.

The plan, as might have been expected, has generated a considerable amount of consternation in the area west of Rock Creek Park now inordinately favored, as Judge Wright made plain, in terms of per pupil expenditure, available classroom space and teacher assignment. It is impossible—and it should be impossible—to assure this small remaining segment of advantaged, upper-middle-class white families now threatening to flee to the suburbs or to the private schools that their privileged status will be continued. The changed boundaries may mean assignment of their children to less prestigious schools. It is not proposed, however, either by Judge Wright or by the Board of Education, to bus anyone out of the neighborhood where he lives, as that neighborhood may be newly defined, unless he volunteers to move from an overcrowded school to an underused school. Elementary school pupils are not affected at all by these boundary changes.

Nevertheless, we think the community is entitled to something more definite than what the Board of Education has provided. Parents need to know what school their youngsters will attend. And above all they need to know that that school will provide all the educational advantages available in any other school. Parents understandably and reasonably object to having children transferred away from Wilson or Western High Schools because these are the only high schools in the District offering certain advanced courses and concentratedly preparing their students for college.

The real purpose of pupil reassignment, as Judge Wright conceived it, is not so much to correct racial imbalance as to correct educational imbalance in the school system. As the Passow report points out, "When a school system is more than 90 per cent pupils of one race, to speak in any ordinary sense of integration, desegregation or racial balance on a system-wide scale would be pointless." But to speak of affording students in every school equal opportunities to qualify for higher education is not pointless at all. It is the essence of what Judge Wright and Dr. Passow have sought. Indeed, it is the essence of fairness.

Washington Post 1/24/68
Judge Wright Hears Request to Appeal

Reputation Harmed, Hansen Testifies

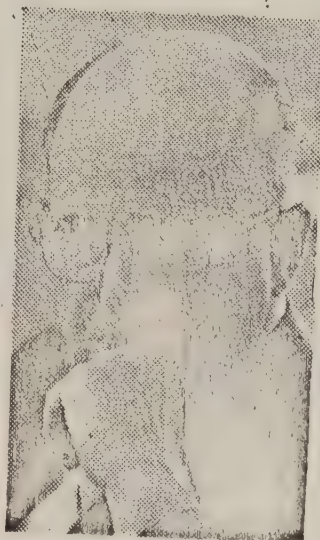
By Ellen Hoffman

Washington Post Staff Writer

Former District School Superintendent Carl F. Hansen said yesterday that his professional reputation has been damaged and his income has been reduced as a result of the Wright decision of educational opportunity.

Hansen's remarks came during testimony before Judge J. Skelly Wright on the former superintendent's request to appeal the decision, which was handed down in June. The Judge made no ruling yesterday on the request to appeal.

Hansen was cross-examined by William Kunstler, attorney for civil rights leader Julius W. Hobson, who brought the suit against the school system. In the June opinion Wright had found that the school system



CARL F. HANSEN
... no job offers

discriminated against poor Negro children and or-

dered the Board of Education to increase faculty and pupil integration.

Hansen testified that "as a matter of professional dignity and professional honor" he felt obliged to resign as superintendent when the Board voted to carry out the actions prescribed by the Wright decision, rather than appeal on its own.

No job offers have been made to him since his resignation, Hansen said. He is not employed. The former superintendent, who received a \$26,000 salary while in office, now receives a \$12,000 annual pension.

Hansen contended that his earning ability "through employment, writing and publications" has been hurt by the publicity of the decision. Wright

ing and speaking engagements used to bring in about \$2500 per year, but since his resignation what he earns by these activities is "nominal," Hansen said.

The former superintendent's request to appeal was also based on his status as a taxpayer and citizen with an interest in the public schools. He asserted that "no one can begin to estimate the expense involved in the ultimate application" of the decree.

He also claimed that the court was overstepping its role by asking school officials to submit plans and progress reports on the elimination of discrimination within the system.

Hansen's attorney, Edward Campbell, asked Wright to order the schools to postpone implementation of the decision until action has been taken on requests for appeal by Hansen, Board member Carl C. Smuck and a group of parents.

Kunstler argued that the school system has already started to carry out the decision and that postponement would result in "utter chaos."

On the request for appeal, Kunstler said that Hansen, as an educational expert, does not have sufficient grounds to show the court decision has caused his professional "disrepute."

He also pointed out that although Hansen is protesting the decision, the Board charged with putting it into effect is not appealing.



The WASHINGTON DAILY NEWS

A SCRIPPS-HOWARD NEWSPAPER

"Give light and the people will find their own way."

Richard Hollander,
Editor

Ray F. Mack,
Business Manager

THURSDAY, JANUARY 25, 1968

DI. 7-7777

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In Metropolitan Washington: By Carrier, 30c per week; \$1.30 per month. By Mail: 3 months \$3.90; 6 months \$7.80; per year, \$15.60. Foreign Mail: \$2 month, \$24 a year. Reg. U. S. Pat. Off.

Judge Wright and Carl Hansen

JUDGE J. SKELLY WRIGHT is now pondering whether his sweeping decision on de facto segregation in District of Columbia public schools can be appealed by former Supt. Carl F. Hansen and some citizens.

The question seems to be their standing in court, since they do not constitute, by any stretch of the imagination, the exact set of defendants the original suit was aimed at. Whichever way he rules on this narrow question, that ruling will certainly be appealed. And appeal will follow appeal and many months will pass before there is any real review of Judge Wright's assessment of the educational process here.

Cutting thru the legal mumbo-jumbo, the important point is that Judge Wright's assessment should be reviewed promptly if for no other reason than because it is only the opinion of one man.

Judge Wright himself is usually a part of and defender of our system of review, by panels of judges, of decisions

of individual judges. It was only because of the peculiar makeup of this city that he stepped down from his seat on the U.S. Court of Appeals to be the trial judge for this suit. The regular trial judges, members of the District Court, were named as defendants in the suit since they appoint members of the District School Board.

And Judge Wright would be the last to claim that his views on legal and human rights and the Constitution are necessarily representative of the U.S. Court of Appeals. He is rightfully proud of the well-turned phrases he has used in dissent after dissent from majority opinions in that court.

Whatever the legal niceties and necessities Judge Wright must cover in the ruling he will soon issue, and whatever his ruling will be, he should make it clear that he agrees that it is basic to our system that an opinion of any one man should be subjected to the scrutiny of his peers.

Negro Principal Gets Boundary Job

By PAMELA HOWARD

The task of changing District school boundaries — which has drawn considerable fire from white parents west of Rock Creek Park — was turned over to a Negro high school principal yesterday.

Robert W. Boyd spent a good part of the afternoon pouring over boundary maps at Roosevelt High where he has been principal for three years.

He said he thought his first duty in the new job — a temporary one which he will hold for about two months without any extra pay — was to "keep my mouth shut until I knew all the problems."

His second, he said, was to start going into the communities to talk to parents about the boundary alterations. The first meeting is at Western High School next Saturday morning.

Mr. Boyd showed no fear of a possible confrontation with angry Northwest parents who fear their children might suffer educational setbacks if forced to attend school in less fortunate neighborhoods. (Almost no complaints have come in from parents outside Northwest.)

Pupil enrollment projections for next fall are a key element for deciding the future boundaries, because junior and senior high schools will be filled according to a citywide percentage.

"As soon as we get more information on pupil distribution, I will bring it to the community and

attempt to clarify the situation and reduce the fears of parents," said Mr. Boyd.

So far, projections show that all secondary schools will be overcrowded next fall, according to John D. Koontz, executive assistant superintendent in charge of school community coordination, who announced Mr. Boyd's appointment.

He added that it was not "possible to achieve the Judge's aims without bringing about some kind of pupil redistribution, but how to do this is not certain." A school administrator with 40 years experience in the District system, Mr. Boyd said he did not disagree with the Wright decision — but "only with the reaction it has stirred up."

Mr. Boyd will work in the Franklin School Building while over-seeing the changes. His assistant principal, Elizabeth Shields, will assume interim leadership at Roosevelt.

"I will only be responsible for the boundary problems," Mr. Boyd emphatically stated.



MR. BOYD

Move to Rebuke Bishop Is Tabled

LYNCHBURG, Va., Jan. 28 —The 49th annual council of the Episcopal Diocese of Southwestern Virginia wound up a two-day meeting here today by tabling a motion to reprimand the church's presiding bishop.

The resolution was presented by the Rev. Robert M. Smith of St. Paul's Episcopal Church in Lynchburg.

It noted that the bishop, the Rt. Rev. John E. Hines, had authorized the payment of \$8000 in church funds to help meet legal expenses contract-

ed by civil rights leader Julius Hobson of Washington in Hobson's court suit to outlaw de facto segregation in Washington schools.

The resolution expressed the "sincere feeling" that no other such appropriation be made "without proper investigation."

A letter circulated at the conference from Bishop Hines said he "deeply regretted the error" of granting the funds. He said the money was "made from funds requested by this

office . . . for long-range attacks on causes of violence" in urban ghettos.

In calling for the shelving of the motion, the Rev. Dr. Richard Beasley, rector of St. John's Episcopal Church in Roanoke, said the facts about the appropriation had been "distorted by the secular press."

Noting that the bishop had publicly apologized, Dr. Beasley added:

"A man like John Hines will not let his associates mislead him again."

Where Is Justice?

"The United States is invited to intervene in these proceedings to assist in implementing the decree, to suggest changes in the decree, and to take whatever other steps it deems appropriate in the interest of public education in the District of Columbia." This cordial invitation to represent the public interest in public schools was extended, not once alone but twice, in the opinion written by Judge J. Skelly Wright in the case of *Hobson v. Hansen*.

It was not an extraordinary invitation. The Department of Justice has often intervened in affairs of this sort, especially in Southern cities where desegregation has been resisted. It has knowledge of the problem and can play a most useful role in promoting accommodation to judicial decrees designed to assure the equal protection of the laws. Unfortunately, however, the Department has not seen fit to accept the invitation.

This is, we think, all the more regrettable because the plaintiffs in the school suit are limited in means and in the expertise needed to suggest appropriate remedies for the discrimination they challenged. The Court itself, as Judge Wright candidly acknowledged, also lacked expertise in the area of school administration. "It would be far better indeed," he remarked, "for these great social and political problems to be resolved in the political arena by other branches of government. But these are social and political problems which seem at times to defy such resolution. In such situations, under our system, the judiciary must bear a hand and accept its responsibility to assist in the solution where constitutional rights hang in the balance."

But the school administration has dragged its heels. An illustration is readily evident in the wide disparities reported the other day in this newspaper by Susan Jacoby in regard to the courses offered by different District high schools. Advanced courses in science and mathematics are available at only two schools—Western and Wilson. Opportunities to learn foreign languages are far greater in these two schools west of Rock Creek Park than they are in any of the schools on the other side of town. In short, the other schools are designed, in the main, for the so-called "blue collar" students who are not being prepared for higher education.

Asked about these disparities the other day, school authorities said they have no present plans to eliminate them. "After we determine where the student is to go," the assistant superintendent in charge of junior and senior high schools said, "he will be able to request the classes he wants. If enough students request a class, it will be offered. If there aren't enough students to make up a class and the youngster is really qualified to take the subject, he could conceivably be transferred back to his old school. We haven't figured that out yet."

Adequate course offerings require adequate advance planning—including the employment of adequately prepared teachers. They can't be improvised overnight in response to student demand. Adequate high school course offerings require a conviction that the function of high schools is to prepare for college—and that all students are capable of higher education if the schools don't fail them.

The District school system needs much more than bare compliance with Judge Wright's order. It needs to be revitalized. It needs a new conception of its role. It needs all the help, and all the prodding, it can get. The Government of the United States cannot afford to be indifferent to the school system in its Capital City. Where is the Office of Education? Where is Justice?

School Problems to Be Borne by All

By ERNEST HOLSENDOLPH
Star Staff Writer

The Jan. 2 decision of the District Board of Education to change school boundaries appears certain to bring home to all residents of the city problems until now borne only by some.

The concern over the decision now being expressed by the parents of children at Deal Junior High, Wilson High and their feeder schools reflects their awareness that what Julius W. Hobson calls a "private school system" — the "white" schools of the far Northwest — may be disappearing, and that they soon will feel the weight of problems they merely were reading about a year ago.

Voting to comply with the long-range mandates of Judge J. Skelly Wright's sweeping verdict of June 19, the board said in effect that all schools will share in the crushing overcrowding plaguing the Southeast schools, the economic class friction tormenting the Southwest schools, and the frustration of middle-class parents who see schools failing to prepare their children for college.

Underlying the ruling of Judge Wright and the findings of Columbia University's A. Harry Passow, who studied District schools, are at least two assumptions: That meaningful education takes place in classes that are integrated racially and economically, and that middle-class parents are

politically effective in making schools good. The board's plan to equalize the use of the schools and provide some economic integration may test these premises here.

Wright also ordered an end to the optional school plan, whereby some students were given a choice of schools.

As a result of the outcry from both white and Negro parents last fall, when the administration threatened to return all these students to neighborhood schools, the judge modified his order to allow ninth-graders and seniors to stay put.

This kind of effective mobilization of middle-class pressure by both white and Negro parents is the kind of intense concern for quality education that may yet improve all schools when boundaries are changed.

A number of events last year foreshadowed present happenings. They included the Hobson decision, the change in school boards two weeks later to provide a Negro majority for the first time, and perhaps even the reorganization of District government.

"There's nobody to turn to," one harried mother in the Deal community told a reporter last week.

What she meant was that she gets little comfort from a schoolboard that embraced the Hobson decision, a board different from the relatively placid ones whose acceptance

of the status quo left Deal and Wilson parents reasonably happy.

Said one parent leader regarding the flap over boundaries:

"I hope it won't get to a confrontation with the school board. I believe that a majority of the school board has come around to the belief that the so-called affluent Northwest should be fragmented and destroyed."

Lost in the small tempest is the main story, that boundaries are likely to be moved throughout the District, and that thousands of children who live near boundary lines will have new classmates next fall.

Robert W. Boyd, the Roosevelt High School principal who now heads the effort to adjust the boundary lines, said he will reach out to get community thinking everywhere, not just from the more aggressive parents.

"And what everyone must realize," Boyd added, "is that I must work within the board's commitment to assure equitable distribution of pupil and staff personnel. I can't get into program changes as a possible substitute for boundary changes."

Boyd is operating under a tighter deadline than was anticipated by the community groups interested in the issue. Officials revealed Friday that a provision in the teachers' contract requires that teaching vacancies be announced by

April 15. Shifts in pupils will bring about a shift in teaching positions allocated to individual schools for next fall. Consequently, the administration has set early March as a target for school board approval of the new boundary lines.

School organizations had scheduled community discussions of the issue during March, and will now have to revise plans.

But leaders of school groups are pleased that the decision will come sooner.

"I thought for a while they would wait until August," said James F. O'Donnell, president of the Alice Deal Home and School Association.

Parents seem concerned most of all about the promise of good schooling for their children. Other issues, including the matter of race, are either secondary or submerged in discussion. Many parents say they have little objection to taking more pupils westward across Rock Creek Park to the predominantly white schools, but they are strongly against having their children shifted eastward to predominantly Negro schools, such as Coolidge High School or Paul Junior High, which they consider inferior.

"Parents told me they are worried about their children not being able to take accelerated courses in high school," said Frank A. Stutz, principal of Deal. "Here at Deal, more

See BOUNDARY, Page B-6

Citizens Weigh School Boundary Shifts

By Ellen Hoffman

Washington Post Staff Writer

School boundary changes have become major issues all over the city, but the form the issue takes depends on the neighborhood.

In Southeast Washington, the question is whether shifts in the lines will alleviate serious crowding in the schools.

In Upper Northwest, the concern is whether children crossing Rock Creek Park will be able to take the same college-preparatory courses they have been taking at Wilson and Western.

The boundary changes will be made in response to the decree of Judge J. Skelly Wright that equal educational opportunity be extended to all District children.

The Judge did not specifically order boundary changes. The Board of Education approved the principle as a means of accomplishing more racial, social and economic integration. The Board outlined the general directions in which secondary-school boundaries are expected to move.

It did not actually draw the

boundary map due in six weeks.

Boyd said that he will have to submit his proposal by March 15, so any problems that arise can be worked out before an April 15 deadline for notifying teachers of vacancies next fall.

A series of community meetings has been scheduled for discussing boundaries. So far most of the activity has been in Upper Northwest, where a number of alternatives to boundary changes have been developed by parents.

In most neighborhoods, race is not the issue. It is a factor in Upper Northwest, where white children might be transferred from predominantly white Wilson High School to predominantly Negro Coolidge.

Although 92 per cent of the students in the public schools are Negro, Boyd contends there are still some opportunities for racially integrated schools.

He lists five neighborhoods as examples: Upper Cardozo, Catholic University-Booker-Woodridge, Hillcrest in South-

east, Bolling Field and Southwest.

Parents in all sections of the city are concerned about the safety of children traveling long distances from home into new neighborhoods. Many question the effects of the changes on the quality of education.

One Southeast parent is afraid that if extra teachers or resources are provided by the school system, they will all go to the Upper Northwest area east of Rock Creek Park because of protests by Wilson and Western parents.

A discussion on boundary changes sponsored by the Lafayette Home and School Association this week brought out about 300 Upper Northwest parents.

Some parents have developed detailed proposals for pairing schools in the area and offering specialized courses that would attract students from all over the city.

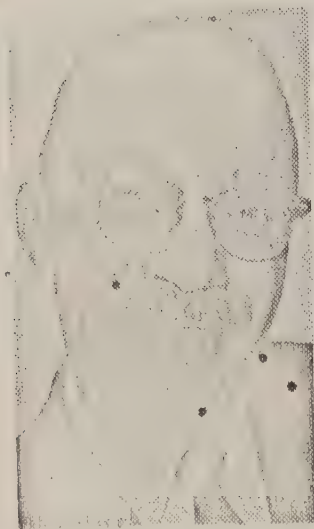
One parent who opposed boundary changes, Mrs. George A. Shelton, said: "There are two worlds—one on this side of the park and

one on the other side of the park."

In another meeting, held at the same time Lafayette parents were gathered, Boyd explained to Upper Cardozo residents who they could have a role in making the changes. About a dozen persons attended the meeting of the education committee of Change, an antipoverty organization in the Cardozo area.

One mother was concerned about "why everybody talks badly of Cardozo High School—I don't understand why people don't want their children to go to Cardozo."

Boyd stresses that "I don't want to make these boundary changes in a vacuum." He also points out that the March 15 deadline doesn't give community groups much time to make themselves heard.



The Washington Post

ROBERT W. BOYD

... encourages public role

lines, and the school administration has emphasized the need for community participation in the decisions.

Robert W. Boyd, principal of Roosevelt High School, yesterday took on his new job of administering the boundary changes. He is charged with soliciting community opinion and reflecting it in a proposed

Sessions says Hobson was 'utterly wrong' on charge

By ORVILLE GREEN

"I think Julius Hobson was utterly wrong in trying to indicate that this kind of inequality (in the school system) was racially determined," School Board member John Sessions told some 300 parents, teachers, and students last Saturday.

Sessions told participants in the "Workshops on School Boundaries" that the disparity between conditions in various District schools comes from "indifference and neglect."

The group met at the Francis Junior High School in the first leg towards implementing the racial and socio-economic integration of the public schools, as ordered by Judge Skelly Wright.

Before breaking up into discussion groups the participants were addressed by Sessions, Robert W. Boyd, of the Administration, and Mrs. Mary Hunter of the D.C. Citizens for Better Public Education, Inc.

SESSIONS REVIEWED some of the background to the Wright decree, which arose out of the Hobson versus Hansen case in which the previous school administrator and Board were charged with fostering discriminatory conditions in the school system.

Boyd, principal of Roosevelt High School, and coordinator of the boundary changes project, outlined the problems involved, and the methods by which final decisions will be reached.

Mrs. Hunter attacked the idea that boundary changes are the only solution to the problem, and introduced a number of alternatives for consideration in the workshop.

"Judge Wright's findings make one of the finest documents I have read in the history of American education," he said. Sessions one of the initiators of the suit.

He remarked that two years after filing the suit in conjunction with Hobson, he was found guilty of the charges, as a current mem-

ber of the Board.

"One of the remarkable historic ironies of all times is that Hobson has established a legal basis for something which is extraordinarily unpopular in the non-white community today," he observed.

"I DON'T find any great sympathy among Shaw parents, for example, to have their children in schools west of Rock Creek Park," Sessions continued.

He pointed out that parents today are more concerned with good schools and quality education in their own communities than in having their children transported to other areas where such facilities may be had.

Speaking as an individual Board member, he said, he would like to see the "liberal community of D.C." asserting the positive values of the findings of the Wright fin-

(Continued on Page 2)

dings, as outlined in the opening pages of the decree.

"The present question of school boundaries is without a doubt the greatest tension-creating problem which has existed in the public schools since the 1954 Supreme Court Decision," Boyd said.

He emphasized that the Board of Education had no intention of completing its plans for changes without hearing from the general public. He explained that his job is to act as liaison between the Board and the public.

HIS ASSIGNMENTS are: to listen to the views of as many groups and individuals as possible, with reference to changes in school boundaries; to re-assure parents that educational, physical and transportation hardships would not be inflicted on their children in the event they had to change schools; and finally, to draw the boundaries.

"There appears to be no question that some redistribution of students is necessary in order to relieve the terrible over-crowding in many secondary schools. The big problems seem to be how this is to be accomplished, and whose children are going to be most affected," Boyd said.

He continued: "The Board of Education has committed itself to promoting maximum, feasible, racial and socio-economic integration of all pupils in the D.C. Public Schools."

"However, it recognizes that with a racial composition of 92.2 percent non-white and 7.8 percent white population in October, 1967, it would not be reasonable to expect

that the ideal could be accomplished.

"It (the Board) did resort to bussing pupils to the schools west of Rock Creek Park, which resulted in a significantly increased racial integration in this area.

"However, the report of the U.S. Commission on Civil Rights, 1967, Dr. Harry Passow, and the Chicago Board of Education all have indicated that substantial racial and socio-economic integration would be extremely difficult, if not impossible, to achieve within the limits of the city of Washington."

SUBSEQUENT DISCUSSION of boundary changes as an alternate solution to the problem was picked up by one of the daily newspapers and translated into a map, he complained.

As a result, people from all over the city began to express alarm and grave concern about the effect on their children if these particular changes became reality, he said.

Boyd indicated that final plans will include the interaction of parents, the Wright Decision, the Passow Study, the Washington Teachers' Union, the school staff, and the Board of Education.

For more intelligent discussion among the groups, Boyd introduced median income figures for the existing boundaries, based on the 1960 census.

They are: Anacostia, \$6,247; Ballou, \$5,653; Cardozo, \$4,818, (one community had \$3,197); Coolidge, \$8,876; Dunbar, \$4,255; Eastern, \$4,955; McKinley, \$6,902; Roosevelt, \$6,465; Spingarn, \$4,311; Western, \$8,301; and Wilson, \$12,014.

MRS. HUNTER stated that there is a need for a clear definition of the reasons why boundary changes are necessary, if it is going to be "a fact of life in D.C."

"Where are the imaginative, innovative, effective plans that must accompany boundary changes?" she asked rhetorically.

She presented a list and descriptions of procedures used in various urban centers to relieve severe overcrowding which, she explained, was not an evaluation of any of these programs, but simply offered for consideration and discussion.

Among the suggestions were: Voluntary Transfers; Free Choice — Open Enrollment; Suburban-Urban Interchange; Educational Parks; Education Complexes; the

Princeton Plan; Magnet School-Consortiums; and temporary measures involving the use of mobile classrooms.

The workshop was sponsored by the Western High School Home and School Association, and attended by parents, teachers, and students of Western and its feeder junior high schools — Gordon, Francis, Jeffers on, and Lincoln, and the Sixth Grades of associated elementary schools.

The agenda involved consideration of the guidelines to be used for establishing attendance zones for junior and senior high schools; and the alternatives to attendance zones for individual schools to meet the requirements of the Wright decision.

School Board Hears Parents And Pupils Ask More Voice

By ERNEST HOLSENDOLPH
Star Staff Writer

THURSDAY, FEBRUARY 8, 1968

Star

D.C. SCHOOLS INVITE PUPILS TO 'STUDENT POWER' SESSION

The District Board of Education was besieged last night with demands that school officials be more responsive to the wishes of parents, neighborhood interests and students.

Highlighting the four hours of five-minute speeches during the meeting at Hine Junior High School in Southeast were demands for more citizen participation in site selection and school design, and more student involvement in what was called "black ghetto" education.

Both the adult and youth speakers called for some board response within a week—with the students hinting at a walkout if they got no satisfaction.

Representatives of the Black Student Union, a coalition of militant high school students, called on the school board to approve a "student bill of rights."

And spokesmen for the Modern Strivers at Eastern High the students should have a in hiring teachers and selecting a successor to Principal Madison W. Tignor when he retires. Reportedly, Tignor will retire at the end of this school year, but he refused to confirm or deny the report when asked about it.

The young men who identified themselves with the Black Students Union startled the board by calling for black power in the schools and community.

Paul Monroe, of Cardozo High School, denounced the board for hiring "a honky" (Supt. William R. Manning) to head the schools, rather than a "black man."

"You (school board members, with a Negro majority) have been brainwashed for 400 years," he shouted, as Negro parents shouted at him to sit down.

"This racist society has got to end—students have got to end it!" he said, as the Rev. Everett A. Hewlett, board president, rapped his gavel for order.

The student bill of rights would permit students to select non-required courses freely, speak and dress as they please, and be governed by a "grievance board" of students and teachers, with a student majority.

"Schools should educate the whole student," said Walter Manley, vice president of West-

ern's junior class and spokesman.

Manley added, however, in an apparent reference to the black nationalist outburst that preceded him:

"Though we support the student bill of rights along with some other students, we don't subscribe to all of their ideas."

Gregory Taylor, president of the Modern Strivers, criticized teachers who he said have shown little faith in students' ability to learn.

Quoting from the Passow Report, he challenged the schools to overcome the effects of "poor home environment, insufficient parental interest, oversized classes, time consuming discipline problems and poor training in basic skills."

Saying he has been victimized by being placed in the basic track, Taylor said he is a 19-year-old junior taking a general program he implied will lead him to no promising future.

"... Teachers don't care and the administration doesn't really care," Taylor said.

"We don't know if you, the Board of Education, cares. That is why we formed the Modern Strivers, and that is why we are here tonight."

Applause from the audience which nearly filled the auditorium was loud and long.

Quoting from the Bundy Report, a plan recommending a decentralized school system for New York City, Roger Newell, the Strivers vice president,

In response to widespread demands for "student power," District school officials have summoned a city-wide convention of high school representatives for 9:30 a.m. Monday at McKinley, it has been announced.

An estimated 800 students, two delegates from every high school homeroom in the city, will meet George R. Rhodes, newly-appointed assistant superintendent in charge of secondary schools.

Rhodes said he has suggested to principals that traditional qualifications for student council representatives, such as high grade averages, be disregarded when the delegates are elected—to answer charges that the "student establishment" does not truly represent all students.

The agenda will be open, Rhodes said, but he hopes the large group will organize and pick a smaller body of representatives that can work conveniently with school officials on a continuing basis.

called for more community involvement "so that the schools will feel accountable to those they serve."

Further, he called for student rights to help recruit and hire teachers "specifically for Eastern High School."

Newell presented a petition he said was signed by 500 Eastern students dissatisfied with the quality of their education.

Stephen Adams concluded the presentation by demanding an answer to the proposals within a week. "If not?" he asked, and the approximately 10 students from Eastern answered by walking out of the auditorium abruptly.

Several speakers representing a coalition of neighborhood and other groups interested in school construction endorsed demands voiced earlier by some Northwest groups that the school building program stop and that new ways be developed to get more community participation in the selection of building sites.

Many Groups Represented

Among groups which endorsed the "moratorium" on building were the Takoma School PTA, Neighbors Inc., the Urban League's Neighborhood Development Center, Gage School PTA and representatives of the community surrounding the Tubman School site in the Upper Cardozo area. They demanded that the school board respond to their request by Wednesday.

More than 100 members of the First Baptist Church, 45th Street and Sheriff Road NE, came to the meeting to support several speakers who called on the board to change plans for expanding the Carver School that would take property earmarked for church expansion.

A number of speakers from the Capitol Hill area asked the school board to establish a community school board for their neighborhood and invited the board to sit down with them to talk about it. They included the Circle on the Hill, a service group at Friendship House; the School Action Council for Capitol East, the Edmonds-Peabody Community Action Group and various other neighborhood organizations.

Speakers from Southwest asked the school board to make the Tri-School program more responsive to "community needs and wishes" and to provide more unity among the Bowen, Syphax and Amidon Schools.

THE EVENING STAR
Washington, D. C., Friday, February 9, 1968

Judges Excused As Defendants In Hobson Suit

The judges of the U.S. District Court have been dropped as defendants in a civil suit challenging the District school board's selection of William R. Manning as school superintendent.

The ruling was made this week by District Court Judge Albert Lee Stephens, a visiting federal judge from California assigned to the case. The suit, filed by Julius Hobson, named the judges as defendants because they appoint members of the school board.

Hobson claims that Mrs. Anita Ford Allen, vice president of the school board, should not be serving on that body because of a conflict of interest between that post and her job as an administrator of federal aid to education in the Office of Education.

Stephens held that Hobson's various complaints spelled out in his suit against the school board can be handled by the court without the judges being defendants. Asst. U.S. Atty. Joseph M. Hannon represented the judges in their request to be dismissed as defendants.

Hobson says Sessions didn't help

Julius Hobson, who filed and won the famous school suit charging de facto segregation in the school's desegregation, denounced a statement by School Board member John Sessions which was critical of him.

Sessions, during a workshop last Saturday, told participants Hobson was "utterly wrong in trying to indicate that this kind of inequality (in the school system) was racially determined."

Hobson, especially objected to a reference by Sessions in which he (Sessions) described himself as one of the initiators of the Hobson and Hansen suit.

"SESSIONS DINT have anything to do with the suit," Hobson asserted. "He was not an initiator."

Hobson said that in 1964, Sessions and he were members of an overall committee which was doing search on the schools. Sessions, he stated, dealt with school finances.

However, when Hobson later filed his suit against the school administration and the judiciary, Sessions was not one of the participants, Hobson pointed out.

IN HIS REMARKS, Sessions said the disparity between conditions in various schools was the result of indifference and neglect rather than discrimination, as Hobson contended.

In reference to that, Hobson said, "It is not important what I said but what the data showed that I took to court for over a year and a half."

Bringing his own charges, Hobson called Sessions a

"Doctrinaire" white liberal who has crawled out on a limb." He said Sessions has been reprimanded by both liberal and conservative members of Americans for Democratic Action and is confused.

Hobson said he pressed for Sessions to become a member of the board of Education because he was expected to represent the militant element.

EXPRESSING HIS disappointment, Hobson accused Sessions of trying to "stay in with administration." He described the board member's claim of being connected with the Hobson and Hansen suit "an absolute lie."

Hobson also added that Sessions, who is reported to have the suit established a legal precedence for something which is unpopular in the community, is in error.

The legal precedence set was the court's finding that discrimination based on economic and race is unconstitutional and "that is not unpopular anywhere," Hobson stressed.

Sessions emphasized the bussing of children as setting a legal finding was that discrimination exists in providing quality education.

"Sessions ought to be careful about saying what black people want," Hobson concluded.

Asks Wright Decision Queries

By Dorothy Rich

Compliance with the Wright decision will mean that many District of Columbia school children will be in different schools next fall.

When school boundary lines change, much more is affected than just the child's route to school.

Change, in itself, is disturbing to many people, raising many normal fears associated with any move. These insecurities are complicated by the fact that parents have so few answers to their questions: What will the new boundaries be? Will the school children be transferred to be as good as the one they now go to? Or, conversely, will the new school be too difficult for the child who has had a poor educational background?

RIGHT NOW many parents feel like pawns waiting to be moved.

The man who will be mak-

Home and School

ing some of the moves is Robert W. Boyd. Boyd, who is heading the work to adjust the boundaries, is aware of the growing public concern. He realizes that parents need a role in the decision-making.

By the beginning of April, when he hopes to make the boundary announcements, he wants to hear from many parents. He can be contacted through the Office of Community-School Coordination, District Board of Education.

Instead of relying on rumor, parents must seek real information about schools to which their children may be transferred. For example, Dr. William Rountree, principal of Coolidge High School, welcomes parent inquiries about his school. He says that Coolidge can and will offer any course that any other high

school offers and that it will meet the needs of its student body whether for jobs or for college.

All that is needed is for students and parents to say what they want.

UNTIL PARENTS get the facts they would do well to avoid passing the burden of their doubts and anxieties on to their children.

Dr. Ruth Newman, Director of the Educational Institute of the Washington School of Psychiatry, recommends setting up small discussion groups throughout the city made up of representatives of teacher and parent organizations to hear each other, to throw around their doubts and feelings and then to return to their schools to share what they have gathered.

Both those who think they will lose by the school transfers and those who think

they will gain are frightened by the changes they will be facing.

It will take more than moving children to different schools to improve the total educational scene.

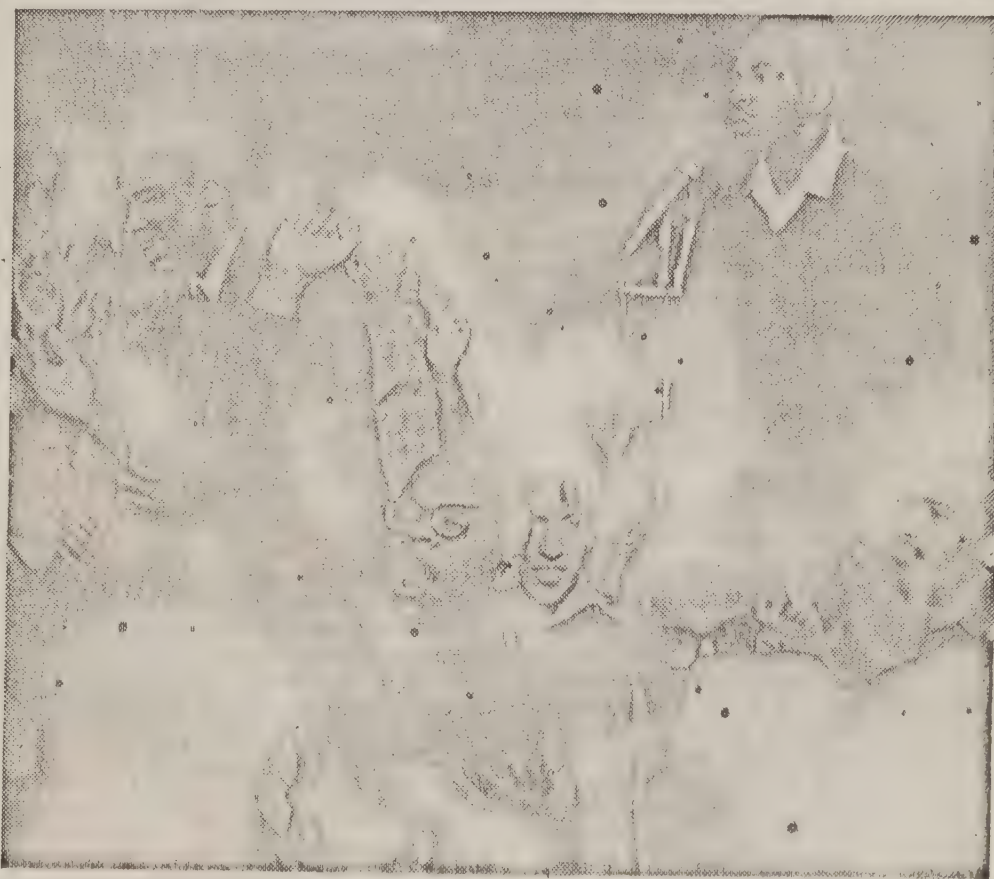
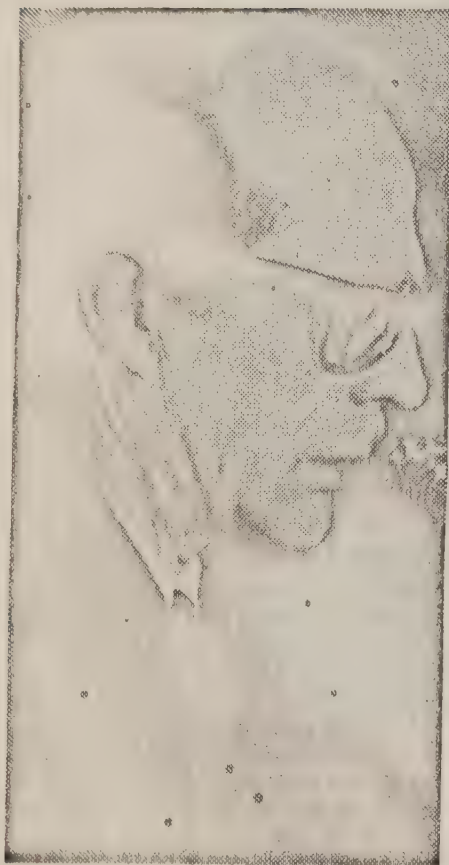
It's up to the schools to set more than boundary lines. Once these are set, it will be the job of the schools to make the newcomers feel welcome and to be more responsive to all their students than they have ever been before.

THE WASHINGTON

Times Herald

FRIDAY, FEBRUARY 16, 1968

Post



By Matthew Lewis—The Washington Post

John Sessions Tells McKinley Students: 'The Most Obscene Word Is Bomb'

Teachers Hold Jobs in '4-Letter' Row

By Ellen Hoffman

Washington Post Staff Writer

The "case of the four-letter word" at McKinley High School has been closed, according to Superintendent of Schools William R. Manning.

Manning made the announcement late yesterday after an informal conference

with members of the Board of Education. He said that the two teachers who upset some parents and a Board member by distributing an article containing many obscenities were still on the payroll.

Kendall V. Hannington, a graduate student in the intern program sponsored by

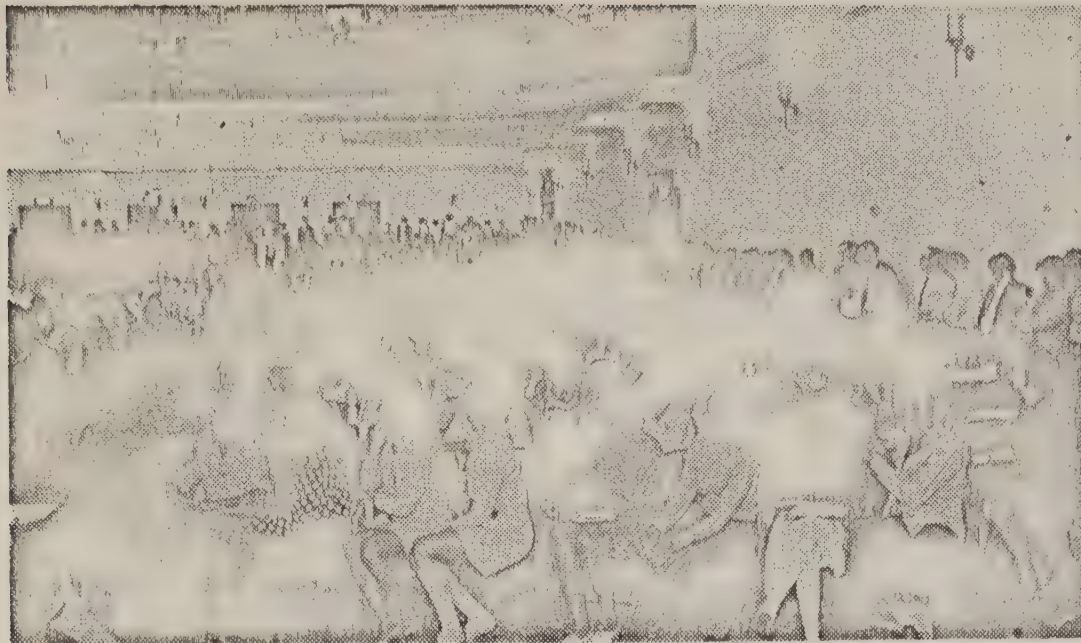
Antioch College, will receive a new assignment, Manning said. Linda C. Huffman, a second-year teacher, will remain at McKinley.

The proposal to suspend the teachers, raised by Board member Benjamin H. Alexander, has been eliminated from the agenda of a

personnel committee meeting scheduled for Feb. 20, Manning said.

Earlier in the day, a Board member who opposed the suspension suggestion took the matter to McKinley students and received a 1305-to-54 vote in favor of re-

See SESSIONS, A7, Col. 1



By Matthew Lewis—The Washington Post

McKinley High students give their attention to speaker (extreme left) in debate over the fate of teachers involved in the "case of the four-letter word."

SESSIONS—From Page A1

Teachers Win in 'Word' Row

taining the teachers on the faculty.

Board member John A. Sessions had been invited about a month ago to address the students on how to make the school curriculum relevant to students. He and civil rights leader Julius W. Hobson were appearing on a program in observation of Negro History Week.

But the controversy over the use of a reprint of an article from *Avant Guard* magazine in some senior-level sociology classes was on the minds of most students. The article was entitled "The Case for Retiring Our Most Overworked, Four-Letter Word."

The teachers had used it as part of lessons on "language and communication" in which they tried to convey the ambiguity of everyday words. The controversy flared Wednesday when Alexander publicly called for the teachers' suspension and suggested he might resign from the Board if the action were not taken.

At yesterday's assembly at McKinley, Sessions told the

students, "The problem of creating a relevant curriculum is part of the problem of creating a relevant society."

He went on to say that at times even four-letter words might be relevant. "The most obscene word of all is bomb," Sessions asserted. The students cheered and applauded. He said he would like to see the study of international problems brought into the curriculum.

Sessions instructed the students to take out a slip of paper and indicate on it the action they thought he should take in reference to the two sociology teachers. He asked them to drop the slips in cardboard boxes on the stage. The alternatives were "fire them" and "keep them." The tally was announced later.

While the assembly was going on, Manning received a telephone call in his downtown office saying that Sessions had called for a poll.

Although he did not appear on the stage, Manning went out to the school. The Superintendent said he "just said hi" to Sessions

when the Board member left the platform to talk to him.

Hobson called on the students to demand a voice in educational matters affecting them and to encourage their parents to take more interest in the schools.

Then the students were asked to line up at a microphone to address questions to the speakers. The discussion moved from the four-letter word issue to black power to student power and a variety of other issues.

"No sooner do we get teachers who want to make us learn," one student said, "than they want to take them away."

Manning said later that he did not make a statement on the case earlier because he was exploring its legal ramifications. "In my judgment, these teachers made an error . . . I do not condone the use of that kind of material in a classroom," he said.

The superintendent added, however, "We live in changing times. Standards are being changed. It is difficult to give a precise definition of academic freedom."

The Sunday Star

WASHINGTON, D. C., FEBRUARY 18, 1968

School Decentralization Is Blasted by Hobson

By JOHN MATHEWS
Star Staff Writer

ATLANTIC CITY, N.J. — The concept of decentralizing city schools and turning control of them over to neighborhood residents—an idea proposed for Washington—was vehemently challenged here yesterday by Julius Hobson and a former civil rights official.

But the idea was defended by a school superintendent and a leader of Boston's Negro ghetto at a seminar sponsored by the Education Writers Association.

Taking a position counter to that of most young black power advocates like Stokely Carmichael, Hobson said he was against decentralization of schools because it means shifting the "responsibility on those of us who have no power, no know-how and no money to educate kids.

"It's a good way for the state to abdicate its responsibility in education and turn it over to me—and I'm not qualified to

handle it," said Hobson, whose court suit led to the controversial decision on Districts schools by Judge J. Skelly Wright.

Decentralization "means turning responsibility for an educational crime to the victims of the crime and letting them administer it," asserted David Cohen, former research director for the U.S. Commission of Civil Rights.

Cohen is now a research associate at the Joint Center for Urban Studies of Harvard University and Massachusetts Institute of Technology.

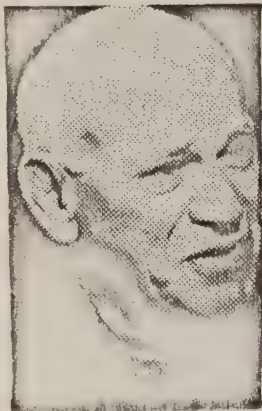
Cohen said it is the responsibility of the state, school board and school administrators to insure that educational standards are met and that funds and resources are distributed equally. The trend towards decentralization has developed because governmental bodies want to "get a problem off their back" and shift it to the dissatisfied parents, he said.

In defense of decentralization, Schools Superintendent Mark R. Shedd of Philadelphia said neighborhood school boards could work in the same way as centralized school boards in setting policies and making sure administrators adhere to them.

"Decentralization doesn't mean anarchy or throwing standards to the wind, but it does mean stimulating diversity and placing accountability where it should be," Shedd said.

Mrs. Jeannette Bowen said the Negro-operated Exodus project in Roxbury, Mass., is developing a community school board and other new approaches for effecting "radical social change in the school system."

In Washington, the Passow Report proposed decentralization into a maximum of eight administrative units in which area school boards could have the power to hire teachers and determine curriculum, as the Morgan School is now doing.



Reflections

By Eric Hoffer

'The Negro Revolution Is a Fraud'

WHETHER it be legitimate or not to expect as much from the Negro as we expect from ourselves, it is clear that we can expect little from the Negro as long as he does not expect much from himself.

Just now it is being taken for granted that the average Negro is not competent to bring up his own children, build his own house, initiate undertakings in business or agriculture, build a community. He prefers self-pity to self-confidence, and wanton violence to sustained effort.

The Negro leaders seem to have little faith in the character and potentialities of the Negro masses. Their words and acts are largely directed toward non-Negro America. They are not aware of the Negro masses as a reservoir of power and as an instrument of destiny. And this lack of faith in the Negro masses is dictating the singular pattern of the Negro revolution. Its objectives, tactics, and finances are not predicated on massive Negro backing.

* * *

A CURSORY check among my Negro fellow longshoremen on the San Francisco waterfront while I was still working there (there are some 2000 of them earning between \$7000 and \$10,000 a year) showed that not one of those questioned had been asked to contribute to the Negro cause and not one of them had come near a CORE picket line, whereas many white

longshoremen received requests for money from Negro organizations, and some of them, and their daughters, were passionately involved in CORE affairs.

Whether it be legitimate or not to expect as much from the Negro as we expect from ourselves, it is clear that we can expect little from the Negro so long as he does not expect much from himself.

* * *

SINCE the revolution has no roots in the Negro masses, it cannot grow. It cannot engage in long-range programs which after a period of maturing may yield an abundance of striking results. It goes for immediate, showy objectives. It operates wholly in the present, and has no thought of the future.

In the past, wherever there were many wrongs to right, the one least capable of yielding palpable results was attacked first. In early 19th Century England the abuses which called for remedy were many. There was unimaginable poverty among the masses, and a lack of protection by law of the weak, yet the attack which rallied all the reforming forces was directed against parliamentary corruption.

One has the feeling that the prospect of Negro equality would have been brighter had the first target been disfranchisement rather than segregation. But the Negro leaders, having no faith and no roots in the Negro masses, cannot wait for votes to yield results. They cannot heed Nkrumah's advice: "Seek ye first the political kingdom and all others shall be added unto it."

The questionable nature of the Negro revolution manifests itself in its choice of

enemies—real enemies are too dangerous—and the way to come by tame enemies is to declare that your friends, the white liberals, are enemies because they are white. One can almost smell the psychological twist involved when a James Baldwin or a LeRoi Jones vilifies and baits white liberals who have championed the Negro's cause all their lives. So utterly convinced are Baldwin and Jones of the irremediable worthlessness of the Negro people that anyone who thinks well of the Negro must seem to them simple-minded or simply dishonest.

* * *

TO sum up: The Negro revolution is a fraud. It has no faith in the character and potentialities of the Negro masses. It has no taste for real enemies, real battlegrounds and desperate situations. It wants cheap victories and the easy way. A genuine mass movement does not shy away from desperate situations. It wants above all to prove the validity and potency of its faith, and this it can do only by acting against overwhelming odds, so that whatever it achieves partakes of the miraculous.

Indeed, where there are no difficulties the true revolutionary will deliberately create them, and it often looks as if the chief function of his faith is to get the revolutionary out of difficulties he himself created.

To conclude: The Negro with his imperishable alibi of "discrimination" has one freedom few of us have: the freedom to fail.

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Wright Lets Hansen and 20 Appeal

By JOHN MATHEWS

Star Staff Writer

Judge J. Skelly Wright yesterday permitted former School Supt. Carl F. Hansen and 20 parents to appeal his controversial decision in the Hobson case.

In effect, the judge has kicked the issue back to the U.S. Court of Appeals. Lawyers on both sides in the de facto school segregation case agreed last night that the higher court probably will have to decide again who has a right to appeal before it can review the legality of Judge Wright's decrees in the Hobson case.

The decrees, now being implemented by the school system, include voluntary busing of children, integration of school staffs and proposed changes in school boundaries to provide racial and economic integration of students.

If Judge Wright had denied the right of Hansen and the white and Negro parents to intervene, he would have virtually closed off a possible appeal.

The judge was faced with the unusual legal dilemma, because as a matter of federal rules procedure the parents, who were not originally parties to the case, had to go to Judge Wright to seek his permission to become intervenors in the case.

The higher appeals court also had heard motions for intervention and had then ordered Judge Wright to rule initially on the

petition by Hansen and the parents.

In yesterday's opinion, Wright discounted the arguments of the appellants, but in the last sentence on the final page said:

"Nevertheless, in order to give the Court of Appeals an opportunity to pass on the intervention questions raised here, and the questions to be raised by appeal on the merits if it finds the intervention properly allowed, this court grants the motions to intervene."

But Wright rejected a request by Hansen and the parents for an injunction to prevent the school board from implementing his court decrees.

In his June 19 decision in the case brought by Julius W. Hobson, Wright noted, he "found that thousands of schoolchildren are being denied their constitutional rights." Granting a stay to prevent implementation of his decrees would "perpetuate this continuing and essentially irreparable injury," the judge said.

Judge Wright added that the school board has refused to appeal his decision in the Hobson case and that now "on the other

side we have the parents of a handful of students, perhaps 10 or 15 out of a school population of 149,000, who for unspecified reasons 'dissent from' the decree and who have not even alleged how they are affected by it."

One of Hobson's lawyers, William L. Higgs, said last night that he expects the plaintiffs to file a motion to dismiss Judge Wright's decision to recognize the appellants. Higgs added that Hobson's legal team also has been considering taking the case directly to the U.S. Supreme Court on a common law writ of certiorari.

Hobson reacted angrily, saying, "The very idea these idiots are being entertained is political. They represent the racists, bigots and real fascists in the community and obviously have no legal basis for appeal."

Thomas S. Jackson, one of the volunteer lawyers representing Hansen and the parents, said he is confident the higher court will sustain Judge Wright's ruling on the appellants and eventually will review the merits of the case.

"I doubt the court of appeals will throw it out. However reluctantly Judge Wright ruled, he exercised that discretion vested in the District Court to grant standing and the court of appeals would have no business to deny it."

Both lawyers said that if the appeals court decides to review the entire Wright decision in the Hobson case, its decision on appeal could be a year or more distant. The appeals court, however, could rule within a month on who has a right to appeal the Wright decision.

Judge Wright said he "emphatically rejects the idea that the opinion and judgment of June 19 amounted to a personal attack on Dr. Hansen," as the former superintendent contended at the Jan. 23 hearing before the judge.

"This lawsuit has been and always will be concerned with the public school system and not with any particular individuals within it," Judge Wright said. Hansen's motions point to no instance, he said, where his decision constituted a "personal attack."

The judge discounted Hansen's contentions that the opinion has affected him as an educator and taxpayer and that it has affected his employability. The judge added:

"Thus the matter is simply one of disagreement over policies, and suits do not lie simply to carry a disagreement into court, whether in a direct action or through intervention."

Wright Allows Appeal By Hansen and Parents

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THE EVENING STAR

Washington, D. C., Tuesday, February 20, 1968

Hobson in New Round In Suit to Oust Manning

Julius Hobson's suit to overturn the appointment of William R. Manning, District school superintendent since last December, has entered a new round.

Hobson's lawyers this week cited the recent injunction by a three-judge panel of the U.S. Court of Appeals freezing the District's \$800 million freeway program as grounds for blocking the Manning appointment.

Answering a motion filed by the District's corporation counsel to dismiss the case, Hobson said the court of appeals injunction is related to his case.

"There the court voided the District's entire . . . highway program already well underway because of the failure to follow procedures set out in the statutes, especially emphasizing the necessity for public notice and public participation," Hobson said.

He contends that the school board met improperly when it chose Manning Oct. 27 and acted illegally by holding closed meetings to consider candidates for superintendent and by delegating to a committee of educators the initial screening of candidates.

The Hobson response also contends that the Rev. Everett A. Hewlett, the school board presi-

dent, acknowledged the strict limits placed on closed meetings of the board when he testified in Congress last November on the bill for an elected school board.

In his testimony Hewlett said the statute limiting closed meetings of the board to sessions "dealing with the appointment of teachers" was "unnecessarily restrictive."

Hewlett said the new law should allow the elected board "to meet informally for purposes of collecting information, discussion, and reflection so long as official actions is taken only at open public meetings."

The case has been assigned to Judge Albert Lee Stephens, a visiting District Court judge from California. No hearing on the city's motion for dismissal has been scheduled.

Manning's Reorganization of

By Ellen Hoffman

Washington Post Staff Writer

Superintendent William R. Manning's move to reorganize the central school staff represents an attempt to cut through the red tape that has hampered action by Washington school officials for years.

But in the weeks since the reorganization was announced, some members of community have to come to believe that it could lead only to further entanglement.

The Board of Education approved a new organization chart and a series of personnel shifts. No new staff members have been hired, and Manning said he will probably fill the remaining positions with persons now working for the schools.

Salaries of the persons involved in the shifts will not be affected. All appoint-

ments to new posts are described as "temporary."

School staff members have been told that no further changes would be made until job descriptions have been drawn up for the new positions.

By using resources within the school system, Manning has tried to get around the delay involved in getting approval from the District Building and Congress.

At the same time, the Superintendent has opened himself to criticism that the reorganization is a "fait accompli" and that no real changes will be made when community study of the problem ends June 30.

During the Board meeting where he presented the reorganization plan, Manning responded to a question by calling the changes "semipermanent."

The Community Council studying the Passow report on the school system and

Board of Education member Euphemia L. Haynes are among those who question the "temporary" nature of the appointments. They think it unlikely that the top appointees would under any conditions be asked to leave their jobs after serving for several months.

Opposed Naming Koontz

One personnel shift was publicly criticized by civil rights leader Julius W. Hobson. Manning appointed John Koontz, assistant superintendent for secondary education, as head of a new department that coordinates all instructional programs in the school system.

Hobson, author of the suit that resulted in a court order to eliminate inequalities in the District school system, charged that Koontz testified in court that he supported boundary policies that foster segregation. He

asked that Koontz not be appointed to the new post.

Mrs. Haynes voted against immediate approval of the reorganization. She felt that the Board's suspension of its rules to allow immediate personnel shifts would prevent persons within the system with new ideas from coming forward to apply for the positions.

In presenting his proposals to the Board, Manning also tried to impart a sense of urgency about District school problems. He said that immediate administrative changes were required before action could be taken on the Passow report and other plans for improving the District schools.

Doubts Are Raised

The reorganization for the first time gives the superintendent a sizable staff of his own. It inserts a new level of authority—five executive assistant superin-

School Staff Stirs Criticism

tendents—between the old series of assistant superintendents and the superintendent and his deputy.

The superintendent's staff will include a new Department of Budget and Legislation and a new Office of School-Community Relations.

Five new divisions—combinations of several related departments under the former organization—are being created. This will alleviate the problem of having 35 persons report directly to the superintendent. Now the division heads will absorb some of this responsibility, and the superintendent will work directly with only seven persons.

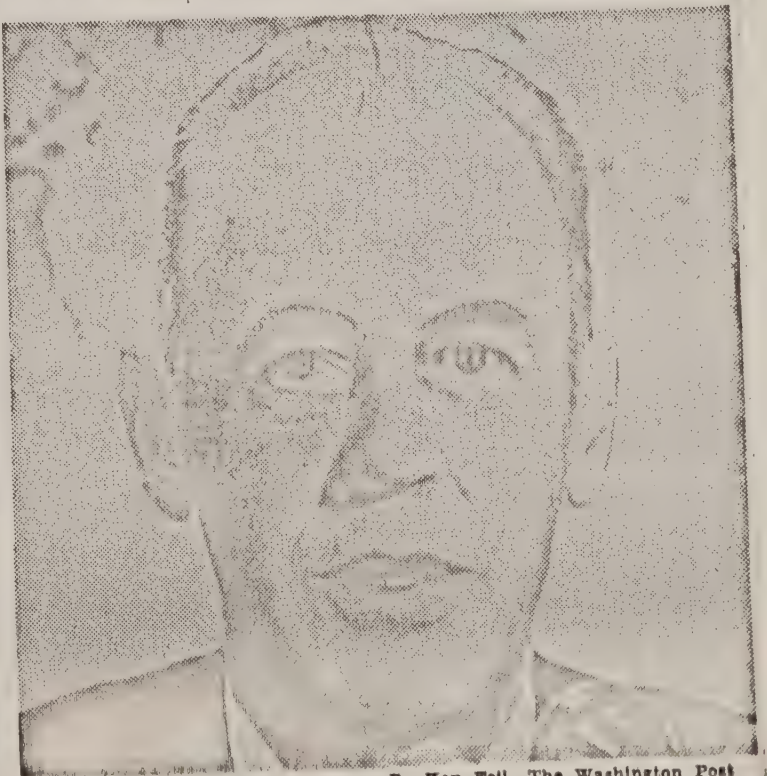
By simply regrouping some of the old units of the school system while leaving them intact, Manning has raised doubts about whether the system can operate any differently from the way it did in the past.

The Division of Long-Range Planning, Research and Innovation is new. One of the major criticisms in the Passow study was the school system's lack of planning.

By labeling the whole reorganization as temporary, Manning has left himself free to make changes.

But the question raised publicly by Hobson and increasingly by other segments of the community will have to be answered: Can significant improvement take place in the schools so long as they are administered by persons who have presided over their deterioration for years?

Or will real change require an infusion of new persons who are not bound by tradition and commitments to programs they have developed and supported?



By Ken Fell—The Washington Post

William R. Manning says changes are "semipermanent."

Manning Answers His Critics

By JOHN MATHEWS and
ERNEST HOLSENDOLPH

Star Staff Writers

For William R. Manning, the District's school superintendent the last 2½ months, the honeymoon — or, if you will, the ceasefire — ended abruptly at 12:45 a.m. on George Washington's Birthday.

At a marathon school board meeting, Mrs. Anita F. Allen, the board member most influential in bringing Manning to Washington, said that the new superintendent had been brought in as an outsider uncommitted to past ways to perform a "radical reshuffling" of the problem-ridden school system.

But, she implied, the board's expectations and its sense of urgency had not been satisfied, and now, "our time to make adjustments is running out."

The lean, balding 47-year-old administrator sat expressionless through the first public board criticism of his short administration. He said nothing afterwards; neither did any board members.

Last night, after only a few hours sleep and a full holiday of work at his office in the 99-year-old Franklin Administration Building, Manning met with Star reporters. For two hours he discussed Mrs. Allen's criticisms and other assessments made in his brief administration by school board members, administrators and community figures. The other assessments were made by these people in earlier interviews with The Star's reporters.

"Whatever you write, please say that I hope people will give me time," he said, dragging on a cigarette.

"I'm not going to cry on any one's shoulder, but remember, it took a long time for the school system to get into the condition it's in and it isn't going to be solved in three months."

For Manning, life in the drafty old Franklin Building has been a constant buffeting by crosswinds of controversy. It began with a takeover, led by Julius W. Hobson, of the school board meeting last Oct. 27, when the board voted 4-2 (later made 5-1) to offer him the job.

Then, the abortive plan for an "invitation-only" inauguration,



— Star Staff

WILLIAM R. MANNING

called off after an adverse community reaction; the tense teacher-union negotiations and a budget confrontation with the mayor and City Council. And, more recently, student revolts in junior and senior high schools, last week's four-letter word controversy at McKinley High School and the continuing community conflict over secondary-school boundary changes.

Through it all, however, it has not been Manning's performance that has been the butt of criticism. Rather, critics have focused on what they consider his non-performance, and particularly, non-visibility.

This quality, which has led some teachers and administrators to call him the "phantom superintendent," was perhaps best epitomized at a recent boundary meeting at Wilson High School.

Deputy Supt. Benjamin J. Henley, who ran the system from the time Carl F. Hansen retired in early July until Manning assumed his duties in the second week of December, fielded hostile questions for more than an hour.

Manning sat in the back of the auditorium for the final portion of the Henley grilling and was virtually unrecognized when the meeting ended and hundreds of persons streamed by him in the lobby.

Asked about his virtual anonymity, he answered:

"As superintendent, I don't see myself as the President of the United States. I don't see the separation of powers like in the national government. The superintendent is the representative of the administrative team and not just an individual.

"I know this isn't as charismatic as it is in other places, but with my style I think I can be successful. Someone else who is more flamboyant will get knocked off. . . . I believe in playing it cool, in playing it low key.

"I could come out all flamboyance and with a lot of gimmicks, and in a year, make a name for myself nationally and then leave to get some good foundation job. But, that's not my nature."

Manning said he has shunned public meetings on the hot boundary issue because administrators like Henley know better the intricacies of neighborhood composition and school location and that such a function should be delegated.

He stayed out of the tense board negotiations with the teacher union last December because "I was absolutely sure there would be a settlement."

"I could have come in and wrapped up the small items that remained, but that goes against my integrity, to step in and take credit for something like that," he said.

Pressed about his reasons for not seeking out community leaders and groups, he said,

THE EVENING STAR

Washington, D. C., Friday, February 23, 1968

"Yes, I've got to get around and see more people, get into the schools, but, first, I have to understand how the system operates."

Manning discovered early that administratively the system "chugs along on three cylinders," he said in a speech recently. "It's like a series of one-room school houses, operating independently," he added last night.

When he first sat down behind the glass-topped desk at the Franklin Building, Manning recalled, "Thirty-five people reported directly to the superintendent. Now, I've reduced that to six or seven."

The reduction in reporting, accomplished through a school board-approved reorganization, has led to the first warfare within school administration ranks and to some community reaction, now reaching school board members.

One internal observer of the escalating interoffice warfare says "there are now Henley men, Koontz men and Carroll men."

Henley is the deputy superintendent, John Koontz is now No. 3 man, in charge of the daily operation of all schools and programs, and Joseph Carroll is being divested of his all-important budget function and put in charge of long-range planning and research.

The elevation of Koontz, a veteran administrator closely identified with retired Supt. Hansen, has stirred some criticism, particularly from Negro individuals and groups.

Manning last night would not discuss personalities, other than to say Koontz has his confidence and is one of the few administrators to have "a global view" of the system since the retirement of Hansen and Deputy Supt. John M. Riecks.

On the curriculum front, Manning so far has moved cautiously.

He has instituted a new program for extra help to "educable retarded" children ordered out of special basic classes under the track system abolished by Judge J. Skelly Wright's decision. And he announced recently, in one of his few press conferences, plans to equalize course offerings in secondary schools and to offer after-school and Saturday classes for gifted students and students with special interests.

But a major curriculum restructuring—admittedly a complex, long-range job—has not begun. The direction of over-all curriculum change may have to wait largely for recommendations to be made to the school board in June by two special citizen groups formed to help implement the Passow Report.

The two groups — an executive committee and a citizens council — were miffed when Manning announced his staff reorganization without prior consultation.

Manning said last night he plans to touch base with the two groups, but "I can't wait for Passow implementation. I have to move ahead now."

On one front in particular — student activism — Manning has moved decisively. Grasping fully the rumblings in secondary schools and the disruptions in high schools throughout the country this year, Manning chose former McKinley High School principal George Rhodes, as the new head of junior and senior high schools. Rhodes who was chosen for the job over administrators with more seniority, had established a strong rapport with students at McKinley.

Last week, the public view of Rhodes and McKinley broadened when a school board member, Benjamin H. Alexander, called for the firing of two teachers who had used classroom materials studded with a variety of four-letter words.

The next day another board member, John A. Sessions, spoke at the school and took a student poll, resulting in an overwhelming vote to retain the two teachers.

In an unusual move, which one board member termed "horri-fying and insulting," Manning called the entire board to his office and proceeded to lay down the law. The gist of his remarks to the board was that the four-letter-word incident was an administrative matter and that the public display of two board members attacking one another was disastrous.

"It was a real reaming," said a participant in the closed session.

"Manning has taken over the board," asserts his foremost

critic, Mrs. Euphemia L. Haynes, a former board president who has joined the Hobson suit challenging the legality of Manning's appointment.

Mrs. Haynes says Manning's assumption of the duties of board secretary has resulted in controlled agendas and a neutralization of the board's powers.

"This isn't the Congress where people operate as individuals," Manning said last night.

"There's a need for real unity on the board and that's what I'm trying to show them."

Manning says that he is putting in a 70-to-80 hour week in a job that pays \$26,000, which is \$2,500 less than he made in Lansing, Mich., where he also had a large expense account and a private car.

To complaints by his colleagues that he has spent too much time out of town — six days in Florida, several weekends in his home town of Lansing, three days this week in Atlantic City for a school superintendents' convention — Manning answers that the trips were necessary.

The Florida trip was to get briefed on a data processing system for District schools which was planned before his arrival and which he is now pushing.

Complaints by some citizen groups and some reporters that he is sometimes petulant and occasionally curt are unfortunate, but understandable, he said.

"I get a bit disturbed that the press and others never give me time to do anything. If they would, I'd have something to tell them," he said.

Manning's Chief Advocate Criticizes His Performance

By ERNEST HOLSENDOLPH
Star Staff Writer

The vice president of the District Board of Education, who headed the drive to hire Supt. William P. Manning, last night took Manning to task for not moving fast enough to improve the schools.

Anita Ford Allen called for a "revolution" to improve the District schools, particularly the crowded schools in the far Northeast, Anacostia and the far Southeast.

Part of Manning's attractiveness was that he was an "outsider" and as such it was thought he would be able to cut through the administration's "miles of red tape," Mrs. Allen said. He was expected to bring about "radical reshuffling and creation of new ways of doing things (that) could be done best by one with no commitment or defensiveness about the past," she added. She implied her expectations had not been realized.

Manning Has No Comment

Manning sat expressionless as Mrs. Allen read the two-page statement. After the meeting he told reporters, "I'll have no comment at this time."

In another action at the meeting, which lasted almost six hours, the board rejected requests from some community groups to halt the school sys-

tem's building program so new site-selection and construction policies could be worked out. It approved a request by Manning to proceed while working to develop a new approach to school design.

Mrs. Allen's statement came as a surprise. She recommended Manning's appointment last November against strong opposition from four of the nine board members, each of whom might have been expected more readily to criticize the superintendent than she. There was brief silence after she read the statement. No other board members commented.

"We are all equally vulnerable should the inequality of educational opportunity in this city continue," Mrs. Allen told Manning and the board.

Asks Leasing of Space

To remedy the crowding in schools quickly, she asked the administration to lease "boarded up" buildings and prepare them for classrooms, extend the school day and lease or purchase mobile units.

Mrs. Allen expressed concern about the threat of "organized militants" to disrupt or take control of the schools.

"The only way to meet the threats against our system by the organized militants is to take away the issues," she said.

Pledging her support to help

speed up the administration's program, Mrs. Allen advised Manning to call on the board for added powers if necessary.

"Should board action be necessary to increase the flexibility in ordering and securing supplies and in deploying staff and materials, bring it to our attention by all means," she said.

Manning recently had said he must proceed slowly in reorganizing the administration for fear of interfering with the work of groups studying ways to implement the recommendations by Columbia University's Teachers College to improve District schools.

"The structure which the board approved for studying the Passow Report ... was not designed to be a substitute for administrative action," said Mrs. Allen, who is chairman of the
See SCHOOLS, Page A-8

Executive Study Group on the Passow Report.

"I am wondering why we do not capitalize on experiences and innovations from the Model School Division," Mrs. Allen said. "Why should there be so great a contrast between the drabness and quiet traditionalism of many of our schools and the cheerful, lively, well-stocked, well-staffed schools of the Model Division?" she added.

The Model School Division is an experimental cluster of schools in the Cardozo area where extra services and special innovative methods are used.

"If the model is succeeding, as it seems to be, can we not take over some of these ideas to help the mass of our children as yet unaffected?" she asked.

In a major action at the meeting, the board rejected pleas from some community groups to halt the building program so that new policies could be worked out to allow construction of more flexible buildings, selection of sites with the aid of neighborhoods involved and the establishment of rules to provide replacement housing for persons displaced by school construction.

The board approved a request by Manning to proceed with "all buildings now planned" while working to establish a new approach to school design.

Manning pledged to work for the right of the school system to build its own schools independent of the District government. He also said he would involve the community more by establishing a committee of principals, teachers and parents in each neighborhood where a school is to be built and they would be asked to spell out the kinds of programs they want and help design a building to accommodate the programs.

John A. Sessions, a board member, called on the administration to press immediately for the right of school officials to guide the architects designing buildings for the District.

As the program now operates, the school officials give design specifications to the District government's buildings and grounds department and then have no authority to "talk to the architects," he said.

THE EVENING STAR

Washington, D. C., Thursday, February 22, 1968

Schools 'Revolution' Urged

By Ellen Hoffman

Washington Post Staff Writer

District Board of Education Vice President Anita F. Allen yesterday urged "revolution in our way of doing things" as "the only way to meet the threats against our (school) system by organized militants."

In a strong and unexpected statement, Mrs. Allen told Superintendent of Schools William R. Manning and Board members, "We have now perhaps our last chance to upgrade the school system."

"The statement came about 12:45 a.m. during a Board meeting that had been in session for about five hours. Mrs. Allen's statement was received without comment by the Board and Manning.

Manning Pledge

The Board also heard Manning pledge to develop a system for increasing the community role in planning school buildings.

In recent weeks, the Student Nonviolent Coordinating Committee has announced plans to organize District school students. A number of junior and senior high schools have experienced student protests and demonstrations some of them directed against educational policies.

Mrs. Allen, who headed a committee that brought Man-

ning to Washington as superintendent in December, told him:

"You must prove . . . that sufficient changes and planning can be made by school officers long a part of the system." Manning has reorganized the central administration, but most of the new posts are held by veteran school officials.

Reason for Outsider

Mrs. Allen said that "at least a part of the thinking behind bringing in a superintendent from out of the city was that the radical reshuffling and creation of new ways of doing things could be done best by one with no commitments or defensiveness about the past."

Mrs. Allen complimented Manning on plans to equalize course offerings in District high schools, but added that it is only "a necessary first step."

She singled out far Northeast, Anacostia and far Southeast as requiring educational improvements "on a crash basis."

Crowding in school buildings in Southeast must be relieved, she said. She suggested that the system lease boarded-up buildings or purchase additional mobile classroom units.

The school system has been receiving complaints all year

about crowding in Southeast schools. Several hundred children are bused out of the area daily to attend less crowded schools in Northwest.

"We must cut through the, miles of red tape," Mrs. Allen asserted, so that equipment, materials and supplies get into schools that do not receive special assistance through Federal programs.

"The cheerful, lively, well- See SCHOOLS, B6, Col. 4

SCHOOLS—From B1

'Revolution' Is Proposed For Schools

stocked, well-staffed schools of the Model School Division" should serve as an example for the rest of the city's schools, which are characterized by "drabness and quiet traditionalism," she said.

It was during the other business at the Board meeting that Manning announced that he is developing detailed plans for community participation in planning school buildings.

The Board adopted standards for modernization of schools last year. It also has a policy requiring consultation with a neighborhood before building a school. Several neighborhood battles have developed this year over the choice of school sites and design.

Some organizations have asked for a moratorium on school construction until the modern standards are incorporated into designs that were approved before the standards were adopted.

Manning said that in the future each school building will be planned by a committee including representatives from the central administration, the school's staff and residents of the neighborhood.

The committee would spend several months planning the educational program of the school, Manning said, and writing a report on its implications.

The report would be used by the architect, who would "translate" the committee's ideas into plans for a building.

Several Board members said the schools have been hampered in building plans by red tape at the District Building. They referred specifically to the District government's policy that the architect not be allowed to consult with the school system.

Manning said "the demand for classrooms is so great in some parts of the city" that it would be impossible to hold up construction.

He said the schools "would move ahead and fast as we possibly can with buildings already planned" and seek community discussion on those still in the planning stage.

Board member John A. Sessions presented a petition signed by 669 McKinley High School students requesting the return of a teacher who was transferred this month after he used a magazine article containing many four-letter words in class.

George Rhodes, assistant superintendent for secondary education, said Kendall V. Hannington was transferred from the school because of his special status as a teaching intern and that his transfer was under consideration before the four-letter word incident occurred.

The Board instructed Manning to relay this explanation to the students.

The Hobson Case: Anatomy of a Grant

"I've never had so much trouble over \$8,000," says Julius W. Hobson of Washington, D.C., when you ask him about a grant he received last December from the Episcopal Church.

Through an administrative mixup in the national office, Bishop William F. Creighton of Washington was not informed. The resulting hoorah obscured many of the following facts:

After four years of research, Mr. Hobson, an economist with the Federal Government, brought suit against the District of Columbia school system and its superintendent, Carl F. Hansen. Mr. Hobson charged *de facto* segregation, imposed by the "track system" of the D.C. schools.

"Ninety percent of the black children were in 'tracks' that didn't lead to a college education," Mr. Hobson explains. "They just said, 'Well, you're from the black ghetto, so that means you aren't going to college.'" His research showed a 53 percent dropout rate over a five-year period.

In June, 1967, Federal Judge J. Skelly Wright handed down a decision upholding Mr. Hobson's claim. The ruling provided for free busing for Negroes in over-crowded schools, abolition of the "track system," and "substantial integration" of faculties as well as of student bodies.

In taking the case to court, Mr. Hobson incurred substantial legal expenses, and in December, 1967, Presiding Bishop John E. Hines issued a grant of \$8,000 to partially offset the debt.

The grant came from the 1967 budgeting for the General Church Program and was issued under guidelines established by Executive Council for "long-range attacks on causes of violence, to provide hope for people in ghettos."

In a letter of apology to Bishop Creighton, Bishop Hines explained that the grant did not take sides in the case, but simply assured that the judicial process would be upheld and not "lost by default, due to the plaintiff's inability to respond to it in court.

"The problems of education lie at the heart of the ghetto problem," Bishop Hines said in letters to Washington critics, "alongside and intertwined with other problems such as housing."

Criticism of the grant came from several rectors and vestries in the Diocese of Washington, who charged bad timing, administrative mishandling, and the giving of a grant to an individual.

The latter criticism was a misunderstanding, since the grant was not made directly to Hobson himself, but to a Hobson v. Hansen Fund, set up to defray court costs.

Some people disagreed on the merits of the court ruling, but much of the criticism was of the man himself.

Mr. Hobson is a man of seeming contradictions. He is an avowed atheist who got a grant from the Church; in cocktail-party Washington, he is a teetotaler; and in a day of anti-institution, he firmly believes in the power of the law.

Eventually, what one thinks of Julius Hobson depends on who one talks to—friends or enemies. Both are loyal.

Known as "abrasive," Mr. Hobson has been involved in discrimination cases since the mid-fifties, when he was president of a PTA group, through a boycott of merchants, to 1965 when he "sieged" the school board to protest a member's actions and was arrested, tried, and jailed.

The vestry of All Saints Episcopal Church called Hobson's actions "highly objectionable." Their rector said the Church should not grant

money to a man "who has said the business district ought to be burned down, or words to that effect," during the merchants' boycott.

A friend once told Julius Hobson that he was naïve to think that if he had the facts on his side, he would always win. The friend is probably right in his judgement. "I can see why they'd be upset if I lost this case," Hobson said. "Nobody wants to back a loser. But I won!"

"You're really quite a conservative, you know," a friend says.

"Don't let that story get to the papers," Hobson laughs. "You'll ruin my reputation."

Also a member of the interim Screening and Review Committee for General Convention's Special Program, Hobson believes Executive Council should be ultimately responsible for funding grants and should demand strict evaluative techniques. "If somebody came to me and said, 'Julius, I want you to give me some money, but I'm not going to tell you what I'm going to use it for,' I'd say, 'Get out of here,'" he says.

"I can't see how the Church can agonize over what is right and what is wrong," Hobson says, and his comment points up the difference between the Church's purpose and his.

An article in *The New Republic* on the Hobson v. Hansen case says, "The judges who guard [the Constitution] have a well-defined role to play, which no one else can play."

As the House of Bishops position paper on social justice said, "The money used for urban crisis is a symbol of a deeper change that must take place at every level of the Church and Nation."

Though the Hobson grant was not made from Special Program's budget, it is, in certain respects, indicative of the public opinion Special Program grants may encounter.

Change in the judicial process is the part Julius Hobson has to play; the Church is aiming at the "deeper change." In Special Program, the two have a chance to cooperate.

—JUDY MATHE

The Evening Star

WASHINGTON, D. C., SATURDAY, MARCH 2, 1968

School Boundary Panel Agrees on Principles

By JOHN MATHEWS
Star Staff Writer

The boundary advisory committee that will recommend junior and senior high school attendance zone changes to the District school board wound up four days of discussions yesterday with a consensus on a set of general principles for redrawing the boundaries.

Over the weekend, school system staff members will draw two tentative boundary maps. Monday, the citizen-school official committee, using the tentative maps as a base, will draw its own versions for submission to School Supt. William R. Manning.

Presumably on Tuesday, Manning will present the proposal to the school board, which can in turn make further changes. The official school board draft will then be presented to the public at 7:30 p.m. Wednesday at a public meeting at Deal Junior High School.

The following week, public reaction will be sought in a series of community meetings. Fi-

nally, the board at its meeting on March 2 plans to adopt a final boundary alignment for implementation next September.

Yesterday, the advisory boundary committee agreed on general principles to be incorporated in boundary changes, including the position that racial and socio-economic integration "is desirable and should be promoted by any changes made in school boundaries."

The committee left unresolved, however, the issue of whether it will try to keep intact the pupil membership of schools participating in two programs: the inner city model school division and the WISE (Washington Integrated Secondary Education) program at four schools west of Rock Creek Park.

One of the maps being drawn today by school staff will show how school enrollments could be equalized while retaining the special programs. The other map will equalize enrollments at all schools as close as possible to the anticipated citywide average of 111 percent above rated capacity.

PART OF KING CAMPAIGN

TUESDAY, MARCH 12, 1968

Hobson Plans Drive Against U.S. Job Bias

By WOODY WEST

Star Staff Writer

Julius W. Hobson, the District's civil rights gadfly, today announced a drive against what he called widespread job discrimination within the federal government. It will be part of the Rev. Dr. Martin Luther King's April "poor peoples campaign" here.

Hobson, an employee of the Social Security Administration, said at a press conference, "It is my contention that the biggest discriminator against black people is the U.S. government itself."

Conferences, Hobson said, will be set up between King and federal agency heads when the civil rights leader arrives here in late April.

Petition Planned

Hobson said he will also circulate a petition among federal employees here to present to Congress in a demand for an investigation into the government's own record in the area of equal employment opportunity.

As a third step in his drive, Hobson said, he plans to file a "class action" in U.S. District Court here, charging the federal government with discrimination.

Hobson, the successful plaintiff in the District defacto school segregation case, said plans for the drive have been cleared with King. Two representatives of the Southern Christian Leadership Conference organizing for the mass protest here endorsed Hobson's drive at the press conference.

His drive has also been endorsed by Reps. William Pitts Ryan, D-N.Y., and Charles Diggs, D-Mich., and Lodge 2340 of the American Federation of Government Employees here, Hobson said.

May Lead Sit-Ins

Hobson said, "If none of this does any good, I will lead civil disobedience demonstrations within the federal government.

It's not going to be a banzai charge, just sit-in protests."

Hobson, citing statistics from what he said was a federal study declared that in 1966 80 percent of Negro federal employees were below Grade GS-5. In the District, Hobson said, of 40,693 classified employees in Grades GS-12 and above, only 2.3 percent are Negroes.

"In federal agency after agency there has been a default of responsibility to ensure equal employment opportunity... the statistical evidence is so air tight that the case could be won in a South African court," Hobson added.

Grievance machinery within the federal government, he said, is not adequate. And Hobson labeled his own agency, the Social Security Administration, "one of the most discriminating" against Negroes.

"It is absolutely time not only that the government be exposed but that black people in the agencies quit being so docile and take some action," Hobson said.

One of the primary sources of data, Hobson said, was "Study of Minority Group Employment in the Federal Government, 1966" by the Civil Service Commission.

D. C. Clerics Back Dr. King

Wednesday, March 13, 1968

A Committee of 55 of influential religious and civic leaders here has called for support of the Rev. Dr. Martin Luther King's "Poor People's Campaign" here the middle of next month.

The participation of a broad spectrum of community leaders, including William Calomiris, president of the Metropolitan Washington Board of Trade and Police Insp. Vernon E. Culpepper, is viewed by some as evidence of a citywide determination to make the event peaceful and meaningful.

Co-chairmen are Bishop Henry C. Bunton of the Christian Methodist Episcopal Church of Wash-

ington, Rabbi Martin S. Halpern; the Most Rev. John S. Spence, auxiliary bishop of the Catholic Archdiocese of Washington, and Bishop Smallwood E. Williams of the Bible Way Church.

The Council of Churches, the Catholic Archdiocese and the Jewish Community Council, are expected to soon add their endorsement to the Campaign.

Meanwhile, civil rights leader Julius Hobson said at a press conference here that he will set up meetings between Dr. King and Government officials to talk over "Federal" job discrimination. That story is on Page 18.

Page 16

Links With King's Campaign

Hobson Raps Federal Hiring

Julius Hobson, Negro activist and Federal government employee for 22 years, yesterday began what appeared to be a full-scale crusade against alleged discrimination in Federal employment.

Mr. Hobson, who successfully tackled de facto segregation with his school suit here, told a press conference that "the biggest discriminator against black people in this country is the Federal government" — and marshalled a batch of statistics to back up his case.

The civil rights leader said he would use Dr. Martin Luther King's April "poor people's campaign" here as a focus for his attack. He said he would begin by circulating a petition among Federal employees seeking a congressional hearing on Federal job discrimination and would set up conferences for Dr. King with Federal officials.

DISOBEDIENCE TACTICS?

If he gets nowhere with these tactics, Mr. Hobson said, he would consider civil disobedience tactics in Federal buildings, or possible court action.

Claiming that "in Federal agency after agency there has been a default of responsibility to insure equal employment opportunity," Mr. Hobson cited these statistics, among others:

- Negroes comprise about 9.7 per cent of classified employees in the Federal civil service, but only 1.6 per cent of them are about the GS-11 grade.

- The Civil Service Commission had 818 Negro classified employees as of June, 1966, and 6.7 per cent or 600 of those were in grades below GS-5. Some 85 per cent or 762 were in grades below GS-9 and 21 or 2.6 per cent were between GS-9 and GS-11.

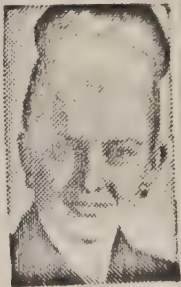
In contrast, Mr. Hobson said, the commission employed 3,239 white classified employees, and more than half (1,691) were at grades nine through 18, and 733 or 42 per cent in grades 12 and above.

The Selective Service System has 51 employees above GS-11, none Negro; the Government Printing Office 92 above GS-11, none Negro; and the Federal Deposit Insurance Corporation 726 above GS-8, none Negro.

Mr. Hobson, who is employed as a statistician-economist with the Social Security Administration, declined to give his own grade, but said he hadn't had a promotion in six years, "and it will be a cold day in June when I get one."

Capital Education

Officials' Wrangling Adds to Ills Of Tri-School Plan in Southwest



By Susan Jacoby

SOUTHWEST Washington's trischool program, now more than a year old, has problems. Many of the trischool's troubles, though, are not the ones that were predicted when the experiment began.

The tri-school plan was approved by the Board of Education in the summer of 1966 and went into effect the following February. Under the plan, all first and second graders in Southwest Washington were assigned to Syphax Elementary School, third and fourth graders to the Amidon School and fifth and sixth graders to Bowen School.

Nearly all of the white and Negro children from Southwest's high-rise apartments had previously attended Amidon. Bowen and Syphax had had enrollments composed almost entirely of Negro children from public housing.

The disparity between the three schools, in terms of per-pupil expenditure and physical facilities, was glaring. Amidon, for example, had a library with thousands of books while Bowen and Syphax did not have one book per child.

The rationale of neighborhood residents who supported the tri-school plan was simple: disperse the upper-income children to all three schools and their parents would soon use their political strength to improve education at Bowen and Syphax instead of concentrating exclusively on Amidon.

NATIONALLY syndicated columnists reported erroneously this winter that nearly all of the whites in Southwest have pulled their children out of the public schools. Elaine B. Jenkins, the school system's "community coordinator" in Southwest, told the Board of Education in a memo dated Feb. 27 that "we have lost most of our white families."

Mrs. Jenkins and the columnists are wrong. In October, 1966—three months before the tri-school plan went into effect—the school system's statistics show there were 193 white elementary school students in Southwest. Last fall—eight months after the tri-school was established—there were 145 white students. A net loss of 48 may be regrettable, but hardly constitutes the mass exodus predicted when the plan was approved.

It is well worth noting that some of the white and Negro families who abandoned the public schools in Southwest did so in the wake of publicity before the tri-school plan went into ef-

fect, without giving the program a try.

Educational problems unconnected with racial or economic integration seem most pressing in Southwest and the possibilities of keeping the middle-class families who have remained, and attracting newcomers, depend mainly on whether they are solved.

NEIGHBORHOOD interest in the schools is high, as indicated by a turnout of more than 200 in a freezing rain for a meeting with the School Board Tuesday night. Unfortunately, only three members of the Board showed up.

The Southwest Education Advisory Board an outgrowth of the Northwest Neighborhood Assembly "wants a 'super principal' to

coordinate programs at the three schools. Nearly everyone in the neighborhood seems to agree on the need for such an administrator."

Another serious problem, in the opinion of many members of the community, is the conflict between the Education Advisory Board and Mrs. Jenkins. Mrs. Jenkins, a former teacher, was picked for the post of community coordinator by former Superintendent Carl F. Hansen, who had opposed the tri-school plan.

IN HER MEMO to the Board, Mrs. Jenkins said the members of the Southwest Advisory Board "should release their tenacious bent on stirring up problems within the schools."

Mrs. Jenkins also objected to a proposal supported by

white and Negro parents that a full-time psychologist be assigned to the schools.

"It is highly insulting to a group which is racial and economic (sic) to infer that the educational problems of their children are so great in number and so insurmountable as to be labeled mentally disturbed," Mrs. Jenkins said in her memo.

Several speakers at Tuesday's meeting suggested that Mrs. Jenkins' title be changed to "community coordinator."

Mrs. Jenkins says she was instructed by the school administration that "such a judgment (statements in the memo) should not be presented again in the form I presented it. I feel I work with them (the neighborhood advisory board) but they don't work with me."

Schools Fail Negro Poor, Dropouts Claim

By Carol Honsa

Washington Post Staff Writer

"Ain't that a gas? Ain't that a whole trick bag they put us in," youth leader Marshall Brown said.

School auto shops give students 1949 engines to work on, he said, "and when you go to get a job nobody's got that kind of engine and then you're the hard-core unemployed."

Brown was one of a dozen militant ghetto youths sitting around a United Planning Organization conference table last week shredding the Washington school system to bits.

The schools, they made it clear, were failing the city's poor black youth. They spoke from experience, they said, because most of them were dropouts or "pushouts."

They claimed the teachers don't teach, the books are dull, the courses don't lead to jobs, and the curriculum ignores Negro history and culture. Even the black teachers, they said, were more interested in emulating "Whitey" and making money than helping poor Negro youths.

The youths, staff and participants in the anti-poverty agency's Neighborhood Development Youth Program were having more than a bull session among themselves on school problems.

They were acting as consultants, at \$25 a day apiece, to the Joint Commission on Mental Health of Children. The Commission, established by Congress in the 1965 Social Security amendments, hired them so it could sound out some of the recommendations. It is drafting for a report next year.

"We don't want to come up with a lot of bifalutin ideas that don't meet the test of practicality," commission director Joseph M. Bobbitt told the youths. "If you can find anything phoney about them, let us know."

"The conference with you guys is one of the ways to find out what youth in your situation think about these problems."

The youths had obviously thought and talked before on school problems. They offered, in fact, to write up plans for an entirely new school system here on the theory that the old one is so bad that tinkering with parts of it would not help.

Their main complaint, as Julius Wheeler of the Rebels with a Cause put it, was that Negro students "have been denied the right to learn about our heritage."

They wanted Negro history and "black awareness" to be a part of American education, "not something separate or something you have to ask for," as one youth said. Integration, they said, was impossible and not really something they were concerned about.

"All integration tells us is that in order for us to make it we have got to go to white schools, which brings up the inferiority thing and ruins a cat's mind," said Stanley Williams of the Caretaker Youth Center.

"They have taken the chains off our ankles and moved them right up here where it's worse," said Vincent Smith, pointing at his head.

Clarence Williams threw out

the idea of an orientation course for teachers—one conducted by Negro youths so the teachers could understand them and their problems. The other youths went for the idea; Bobbitt made a note.

Bobbitt said the Commission would probably recommend students on school boards. The youths said it was a good idea and went a few steps further, implying

All school board members should be under 40, they said, youths were abnormal, they and have children in the public schools. Parents should have a say in hiring teachers and principals, and school personnel should be required to live in the District.

The youths appeared confused about the "mental health" aspect of the Commission; was Bobbitt implying

deprived, shut out, discriminated against. It colors his whole outlook and ties his hands in what he does."

The youths nodded.

Maybe the Commission would listen to what they were saying, Brown said, but only because Bobbitt would report it back to them.

"That's the trouble," Brown said. "People don't believe us unless somebody like you says it."

Sunday, March 31, 1968 THE WASHINGTON POST

D.C. Board Approves Teacher Retraining

By Susan Jacoby
Washington Post Staff Writer

Washington's Board of Education last night approved a far-reaching plan to provide "mandatory" on-the-job retraining programs for teachers and administrators.

The Board acted on a recommendation made by the Executive Study Group, a committee appointed by the Board to map plans for carrying out

the \$250,000 Passow Report on Washington's school system.

The programs approved in last night's action may not become a reality for many years. The Study Group did not estimate the cost of carrying out its recommendations but it would almost certainly

total many millions of dollars each year.

The Study Group recommended that school staff members devote 15 to 20 per cent of their time to retraining programs "designed to upgrade knowledge, skills and general professional competence." The programs envisioned in the recommendation would "be held during regular school time (release time or paid overtime so that they can be made mandatory for the groups for which the programs are planned.)"

The group rejected a recommendation of the Passow Report that regional centers for staff development be established in different sections of the city. Instead, the group urged establishment of a central office of staff development.

The Study Group gave several reasons for recommending establishment of a central office for staff development. They include "the danger that a new and independent structure would overburden staff development with administrative and representational problems" and "a need to take staff development programs into the schools rather than to bring school staff into staff development centers."

The Study Group also recommended that hiring teachers on a year-round basis be encouraged. Twelve-month appointments would be voluntary.

Montgomery County is the only school system in the Washington area to move toward placing its teaching staff on a 12-month year.

Other recommendations by the Study Group included:

- Establishment of a major center for programmed development in urban education.

- Recruitment of student teachers equal to 10 per cent of the regular teaching staff to aid in instruction.

In other action, the Board referred a request that Malcolm X's birthday be declared a legal school holiday to a special Board committee that has been appointed to study possible ways to honor the Rev. Martin Luther King as well as other Negro leaders.

Thursday, May 16, 1968 THE WASHINGTON POST

Morgan School Plan Called a Failure

Four members of the Adams-Morgan Federation yesterday described the Morgan Community School experiment as a failure and urged that the school be returned to "full control of the (D.C.) Board of Education."

The Morgan Elementary School, 18th Street and Florida Avenue NW., has been operating this year under an experiment with an elected neighborhood school board serving in an advisory capacity.

The Adams-Morgan Federation is a coalition of groups op-

posing the Adams-Morgan Community Council, which has strongly backed the Morgan School project. The elected members of the neighborhood school board consist mainly of residents who have been active in the Community Council.

The four Federation members who issued the statement opposing the project indicated they were speaking as individuals but they said they felt sure the Federation would take the same stand.

They are Geneva K. Valentine, president of the Federation; Mary D. Evans, a former

teacher in the D.C. schools; J. George Frain of the 18th and Columbia Road Businessmen's Association and Dutton Ferguson.

The statement criticized the Board of Education for agreeing to meet as individuals with the neighborhood school board. "Clearly the Board of Education cannot make an 'assessment of public reaction' by arranging for its members to meet individually as school board officials with the Morgan School Board. . . . All groups not represented on the Morgan School Board are

completely shut out by such an undemocratic arrangement, including the 25 groups with leaders in the Adams-Morgan Federation."

The statement urged that "a major enrichment program and quality education at the Morgan School" be instituted and that a special agreement with Antioch College be terminated. Antioch was to be responsible for curriculum and staff development at Morgan under the project, but was not expected to play a significant role in the project next year.

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Thursday, May 16, 1968 THE WASHINGTON POST

Hobson Forms New Institute To Improve D.C. Education

By Ellen Hoffman
Washington Post Staff Writer

Julius W. Hobson and six supporters have formed a non-profit corporation aimed at improving education in the District through further court action and "watchdog" activities.

The Washington Institute for Quality Education, which was incorporated early in May, is now seeking about \$85,000 from private foundations and church organizations for its

first year of activities, Hobson said yesterday.

The purpose of the institute, according to its bylaws is to "support litigation and educational studies designed to secure the . . . constitutional rights to the children of public-school age in the District."

In the proposed 1968-69 budget, the Institute allots \$25,000 for legal fees. This would include further legal action in the Hobson vs. Hansen case, on educational opportunity.

The proposal now being circulated for financing calls for establishment of a "school surveillance project" to monitor Judge J. Shelley Wright's decision in the case. The decision abolished the track system and ordered the schools to equalize faculty and student assignment and course offerings.

In addition to Hobson, members of the board of trustees on the Institute are Tina C. Lower, a Civil Service Commission specialist in equal

employment opportunity; Warren W. Morse of the American Federation of State, County and Municipal Employees; P. Bertrand Phillips, dean of student affairs at Tuskegee Institute; the Rev. Henri A. Stines, rector of the Episcopal Church of the Atonement; James A. Washington Jr., professor of law at Howard University and the Rev. William A. Wendt, rector of St. Stephen and the Incarnation Church.

Effect of Wright Decision

Junior High School Reacts to Change

Susan Jacoby

Washington Post Staff Writer

A 14-year-old boy at Gordon Junior High School was tested last fall and found to be reading at third-grade level even though he had a normal IQ of 107. He is now receiving individual help from a reading teacher each week.

This is one example of how a year of policy changes in Washington's public school system, triggered last summer by Judge J. Skelly Wright's decision in the Hobson school case, have filtered down into the classrooms.

Gordon, at 35th and T Streets n.w., is not a typical District of Columbia school because its students come from diverse racial, economic and social groups. For that reason, though, Gordon reflects most of the problems and challenges confronting the entire school system.

As illustrations of the diversity of the student body:

- One third of Gordon's 900 students are bused, at the school system's expense, from crowded ghetto schools in other parts of the city. Nearly all are Negro and many are poor—representative of the city's youngsters who have had the least educational opportunity.

- Another third are transported, at their parents' expense, from other areas of the city under an open-enrollment plan. They are predominantly—though not entirely—Negro. Whether they come from poor, middle-income or affluent homes, students in this group have one thing in common—their parents are unhappy with the quality of education in their neighborhood schools and are willing to sacrifice time and money to give their children something better. This year, the school is about 57 per cent Negro.

- One third of the students live in Georgetown. Most of

them white and affluent.

Because of the unusual nature of Gordon's student body, its faculty feels the school cannot be successful with any of its students unless it effectively teaches all of them. Gordon has a variety of special programs for unusually bright and unusually slow students.

Read Below Level

About 39 per cent of the students at Gordon are reading below the grade level where they should be, according to reading specialist Marion Hatcher.

In the seventh grade, about 22 per cent are reading two years or more below grade level—a much smaller percentage than in most of the city's junior high schools but a large enough number to be a problem.

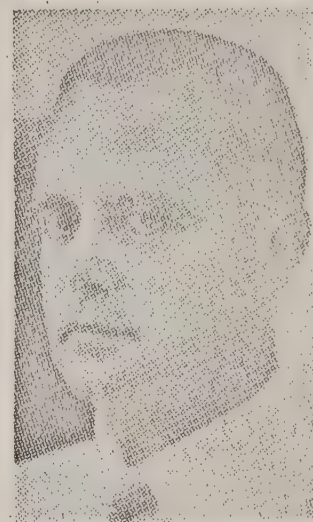
Children who are most severely retarded in reading

—such as the 14-year-old boy reading at third grade level—receive individual instruction from a reading specialist.

Reading teachers at Gordon rely heavily on new paperback texts with simple words the youngsters can handle but story content sophisticated enough for young teen-agers.

The school also purchases many paperback books for the youngsters to read. "We do have a problem because the kids don't always return the books," says Mrs. Hatcher, "but that kind of a problem a reading teacher likes to have." One popular book with the "slow readers" is "Huckleberry Finn."

Abandonment of the track system ordered last fall by Judge Wright's decree has affected instruction at Gordon. Some students who used to be classified in the

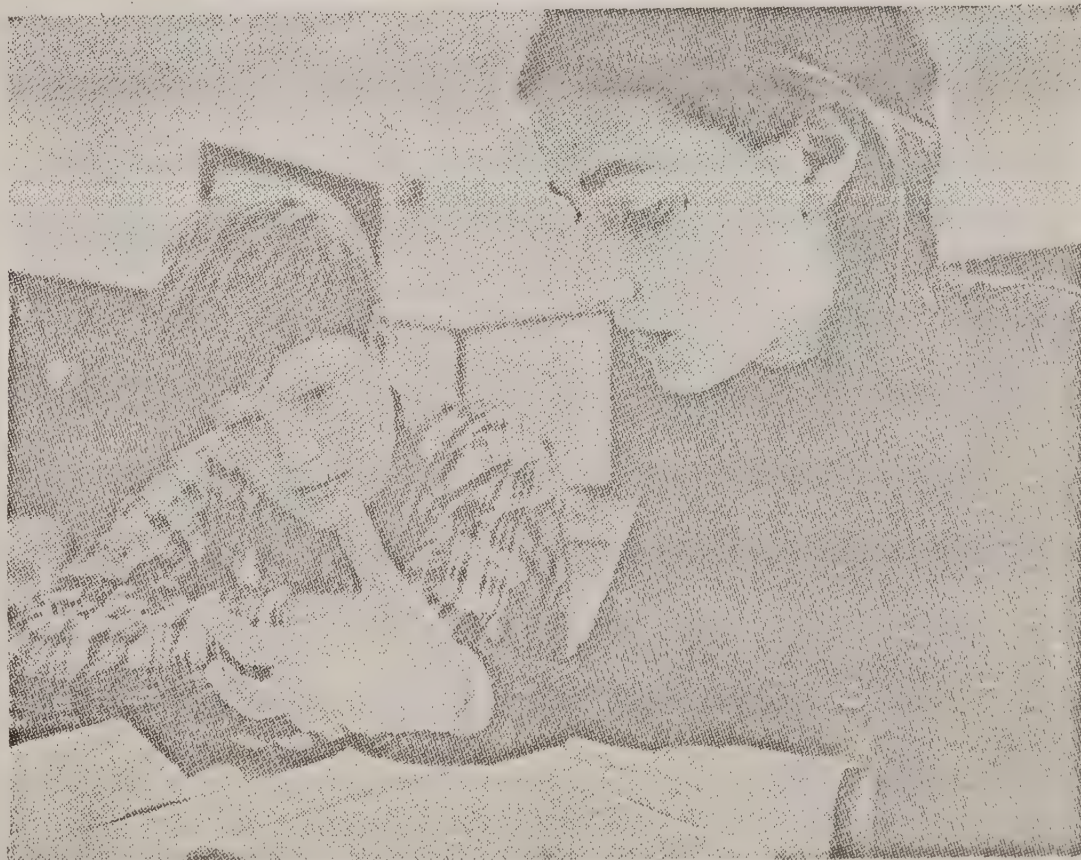


DONALD SMITH

... he's called tough

basic (lowest) or the "slow" portion of the general (average) track are taking courses such as foreign lan-

See GORDON, B2, Col. 1



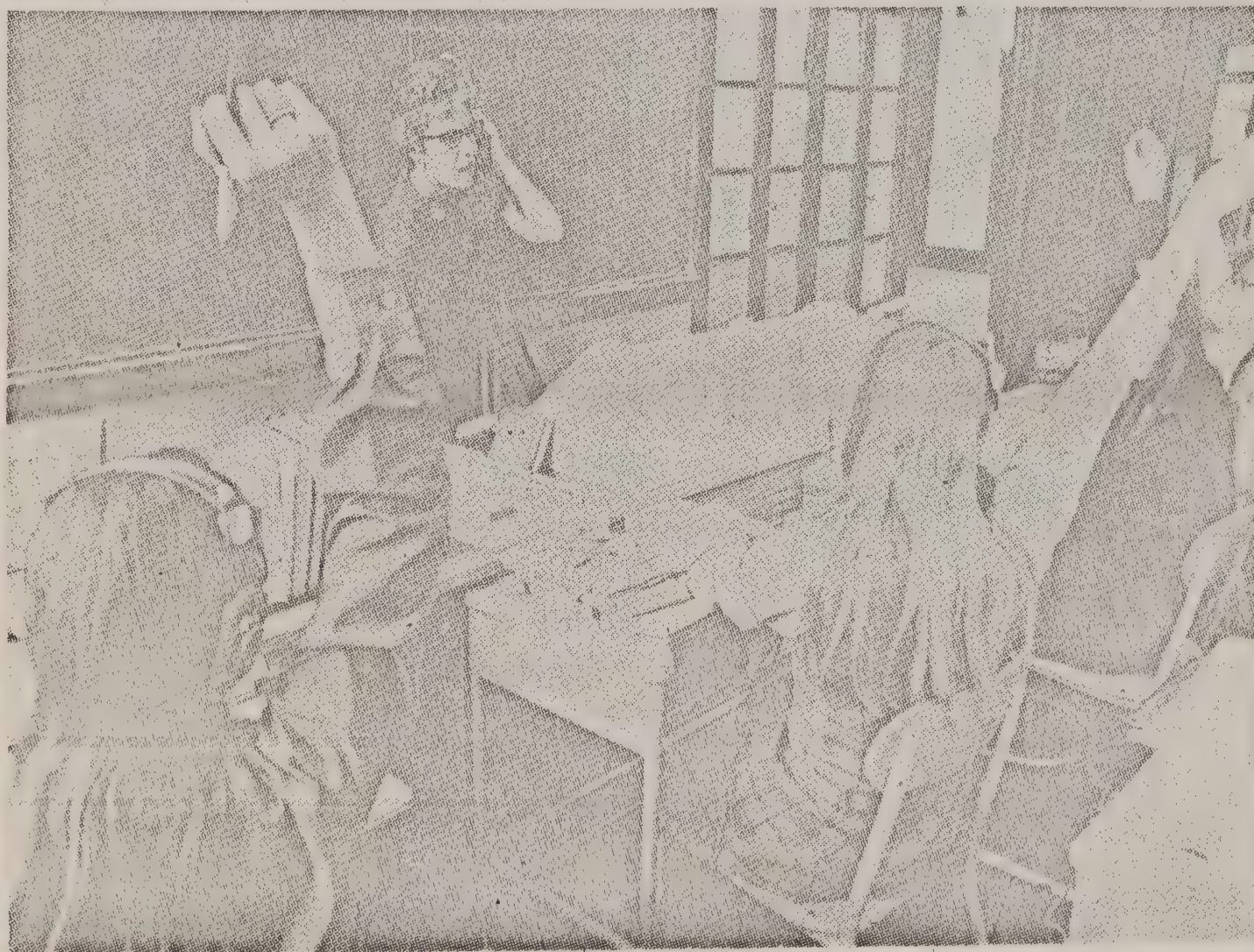
Robin Landy, 15, a ninth grader at Gordon Junior High, tutors seventh-grader

Philip Nadelman in mathematics. Such tutoring efforts are common at Gordon.

The Washington Post

City Life

MONDAY, JUNE 3, 1968



By Steve Szabo—The Washington Post

Grace Demblitz conducts her ninth-grade French class at Gordon Junior High in French. Her class is more ad-

vanced than most senior high language classes and discusses current events in conversational French.

Wright Rule Plea Hearing Date Set

By JOHN MATHEWS
Star Staff Writer

A year and a week after Judge J. Skelly Wright issued his controversial decision in the de facto school segregation case brought by Julius W. Hobson, the full U.S. Court of Appeals will consider appeal of the decision, it has been announced.

The court has scheduled a full-dress hearing on June 26 at 9:30 a.m. for the appeals brought by former School Supt. Carl F. Hansen, School Board Member Carl C. Smuck and a group of parents. Hansen retired when the school board, with Smuck objecting, refused to allow him to appeal the case as superintendent.

Since Wright issued his decision last June 19, the question of an appeal has been tied up in legal arguments over who has a right to bring an appeal. The latest round was Feb. 19 when Wright sent the issue of the legal

standing or right of appellants back to the full appeals court.

Lawyers representing Hansen, Smuck and the parents and those representing Hobson are preparing to argue before the court both the question of legal standing and the constitutional merits of Wright's decision.

The appeals court could render a decision that would settle the legal-standing question and also review Wright's rulings, which have been largely put into effect by the current school board. If the appeals court passes on Wright's rulings, the next legal setting could be the U.S. Supreme Court and a possible high court decision on the issues revolving about de facto segregation.

Lawyers for the objectors to the Wright decision have filled an 87-page brief recounting their arguments why the higher court should overturn Wright's decision. Hobson's lawyers are expected to file their brief within a few days. Both sides are expected to request a speedy decision in order to avoid disruption of the school system next fall.

Appellants Brief

The appellants' brief summarizes their arguments this way: "This case is of far-reaching importance to the public school systems of the United States. The fundamental issue, starkly posed, is whether or not federal courts are to assume continuing administrative direction of the educational policies of the nation's public schools. This Judge Wright has sought to do. . . ."

The brief generally argues that Wright in spite of other court rulings has virtually ruled illegal de facto segregation (segregation resulting from housing patterns). While the judge states he will not bar "at this time" the neighborhood school policy and acknowledges that the policy has not been adopted to promote segregation, the brief says Wright's orders proceed to "emasculate" that policy.

The brief cites as rulings "destructive of the neighborhood school principle" Wright's orders to bus volunteering children, to abolish optional attendance zones and to require a pupil assignment plan. The last of these has been put into effect by the school board through the redrawing of junior and senior high school boundaries, requiring some 10,000 students to switch schools next fall.

Cites Track Decision

By abolishing the track system of pupil grouping, the appellants' brief maintains that "Judge Wright has doffed his judicial robes and has purported assume the administrative duties of a superintendent of schools." Wright's ruling on the track system "has the unavoidable consequence of shadowing all pupil ability grouping with illegality," the brief continues.

The brief also argues against the judge's decree requiring racial integration of teaching staffs, calling it a "sledge hammer remedy of compulsory reas-

See HANSEN, Page B-4

HANSEN

Continued From Page B-1
signment of teachers. . . ." So far, the school system has not reassigned veteran teachers, but has assigned new teachers on a "color-conscious basis" to promote racial intergration.

Wright has also erred, the appellants' brief charges, by ordering the school board to eliminate disparities resulting from economic differences. "The schools cannot reasonably be expected to shoulder the burden of restructuring the economic patterns of the city," the brief says.

In summary, the brief asserts that "the judicial surgery which (Judge Wright) . . . has prescribed can only result in a spread of the malaise itself, and will tend to reduce the educational achievements of the better students, of both races, to the lowest common denominator of all." The judge appears to require education to produce not only equality of opportunity, but also "equality of result," the brief concludes.

The appellants restate previous technical arguments that Chief Judge David Bazelon was in error when he designated Wright, an appeals court judge, to hear the case alone, and that Wright should have disqualified himself.

When Hobson sued he named all the judges of the U.S. District Court as defendants since they appoint school board members, thus forcing the case to be heard by an appeals court judge.

Bazelon then divided the case in half with Wright hearing issues of school policies and a three-judge panel hearing a challenge of the constitutionality of the appointment of board members by District Court judges.

The panel, with Wright dissenting, upheld the appointment method. Hobson has appealed that case to the U.S. Supreme Court. But since Congress has passed a bill creating an elected school board, that issue now appears moot.

Wright's objectivity in hearing the case has been challenged by the appellants — a point rejected by the judge — on the grounds that he made a speech in February 1965 saying that courts had been too timid in avoiding the question of the constitutionality of de facto segregation.

Seven appeals court judges will hear the appeal. The court has nine members, but currently there is one vacancy and Wright cannot sit to review his own decision.

Federal job discrimination protest goes to Congress

Five books with 2,059 signatures and letters of protest against job discrimination which came from all over the United States, were presented to five Congressmen to be forwarded to the Congressional floor for further investigation, by Julius W. Hobson on Tuesday.

Hobson, who has been charging government agencies with discriminating against colored people, both in job opportunities and promotion, said,

"they know that discrimination exists; they just refuse to accept it and seek an end to it."

CONGRESSMAN WILLIAM F. Ryan of New York was supported by Reps. John Conyers (D-Mich.), Charles Diggs (D-Mich.); Phillip Burton (D-Calif.) and Edward Roybal (Calif.) at the Rayburn Building as he told newsmen, "Something has to be done."

"Any discrimination is

deplorable, but when the U. S. Government tolerates discrimination in jobs created in part by tax dollars by minority citizens, it adds insult to injury."

RYAN said he reported on Feb. 29, to the House the findings of his lengthy investigation on discrimination in employment.

"The conciliation mechanism is unduly complex; enforcement depends upon

(Continued on Page 23)

—Federal job discrimination

(Continued from Page 1)

the case-complaint method, but I am sorry to say — the House voted to cut funds for Equal Employment Opportunities Commission enforcement in half," he said.

He stated that since 1942, there has been the requirement that Government contractors be fair employers. But despite the continuation of massive discrimination, almost as a matter of routine, no Government contract has ever been cancelled on these grounds.

He added: "This is largely because the Government is failing to take seriously its responsibility."

"SIMILARLY, discrimination persists right in the Federal Government. There are plenty of colored people and other minority group employees in Government, but they are concentrated at lower levels," he remarked.

RYAN FURTHER emphasized that the full economic power of the Federal Government must be mobilized to promote equal job opportunity, because according to the Congressman, "there is no kind of discrimination more demeaning than the denial of one's right to equal consideration to a good job."

"We are calling upon President Johnson to make paper guarantees of equal employment opportunity a reality by putting into effect certain recommendations," he said.

The recommendations, he said, are that:

The President should create an independent office responsible directly to him, which would supervise employment practices in Government contractors and in the Federal Government.

Vest in the independent office primary responsibility for enforcement of Executive Order 11246 and successor orders requiring equal employment opportunity in businesses having government contracts.

Centralize in the independent office functions presently carried out by separate agency equal opportunity sections. Increase enforcement personnel to at least 1,000, which is triple the total of personnel now engaged in monitoring contractor equal opportunity practices.

Authorize independent office to maintain liaison with all contracting agencies, and have the power to withhold or cancel contracts.

Issue the proposed executive order drafted by a White House task force and submitted to the President in June, 1967, requiring as

a condition for receiving government contracts:

Hiring and training of the disadvantaged regardless of race.

Elimination of testing not directly related to job to be performed.

Elimination of educational and experience requirements not directly related to job.

Police records not to be absolute bar to employment, and each case to be judged on its merits.

ABOUT EQUAL employment opportunity in government personnel, Ryan demanded:

Transfer equal opportunity monitorship and enforcement from the Civil Service Commission to the independent office assigned to monitor contractors.

Apply the rules covering hiring and training set forth in 4 above.

Undertake a crash, six-month minority recruiting drive and examination of all personnel files of minority group members for possible discrimination in promotion.

Whenever a qualified minority group member is passed over for promotion, he shall be entitled to request that the action be justified in writing to the equal opportunity officer of the employing agency, and to the independent office

Continued

charged with the enforcement of order.

The New York Congressman demanded open housing:

OPEN HOUSING

All segregated housing units shall be declared off-limits to military tenants, and the present occupants to be given 60 days to move to open housing. If no suitable housing exists, the military authorities shall construct it.

Where segregated housing exists surrounding a military installation, the community shall be given sixty days to bring about open housing, or all its businesses, service, and recreational facilities shall be placed off-limits.

Where reasonable alternatives exist, General Service Administration leasing, lease-renewal, and construction in non-integrated neighborhoods remote from minority group labor markets shall be halted.

A FACT SHEET in Federal job discrimination furnished by Hobson shows that:

In the Federal Civil Service, as of June 1966, black people comprised about 9.7 percent of the classified employees, but only 1.6 percent of those above GS-11. The new Study of Minority Group Employment in the Federal Government prepared by the U. S. Civil Service Commission indicates that by November 1967, black people comprised 10.5 percent of the classified employees but still less than two percent (1.8 percent) of those above GS-11.

The U. S. Civil Service Commission: As of June 1966, 818 black classified employees were working at the Civil Service Commission itself and 73 percent or 600 of these were in grades GS-4 and below. Some 21 or 2.6 percent were in grades above GS-11.

The Commission's new study shows that by November 1967, 70 percent were still employed in grades GS-4 and below. The new study showed 28 black employees in grades above GS-11, an increase of only one-half of one percent over 1966.

Washington Afro-American

June 15, 1968

The Selective Service System: In the Selective Service System, there were 50 employees above GS-11 in 1965; 51 in 1966; and 53 in November 1967. In each year—none were black.

The Government Printing Office: Ninety-two employees were listed above GS-11 in 1966; none were black. The new Commission study shows GPO with 104 employees above GS-11 in November 1967 — still with no blacks.

Department of Health, Education and Welfare: In 1966, HEW black employees comprised about 18 percent of all of its classified employees. The new Civil Service Commission study shows an increase of three percent by November 1967.

About 63 percent of the blacks in the department were GS-4 and below in 1966, and 60 percent were still GS-4 and below in 1967. While the new CSC study showed some positive change in HEW from 1966 to 1967, other data revealed that the 21 percent of the HEW employees who were black received only 16 percent of the department's total payroll.

The Atlanta Civil Service Region: This region covers seven southern states. Black employees comprised about 13 percent of all Federal employees in the region in 1966, but only one-half of one percent were

above GS-11. The 1967 CSC study shows the very same data indicating no change in the employment of black people.

The Dallas Civil Service Region: The Dallas region covers four southern states. About nine percent of all Federal employees in the region were black in 1966, and the new CSC study shows about nine percent of the total were black in 1967, another indication of no progress in the employment of black people.

The President amended Executive Order 11246 in October 1967 to deal with the much overlooked practice of discriminating against women in the Fed-

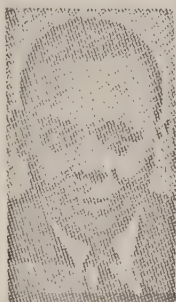
eral Service. A Study of Employment of Women in the Federal Government, 1966 prepared by the U. S. Civil Service Commission showed that women have fared little better than black employees.

In 1966 there were 1,837,000 white collar employees in the Federal Service; about 34 percent or some 617,000 of these employees were women, and about 89 percent were grade 8 and below. Seventy-two percent of all women in white collar positions in the Federal Service were employed in jobs at grade 5 and below.

Until 1962, Federal personnel officers could even specify that the names of all women be left off registers submitted by the Civil Service Commission to fill some agency vacancies.

HOBSON

Tilts With Uncle Sam



By
**William
Raspberry**

JULIUS HOBSON, the local civil rights Don Quixote whose windmills have ranged from rat infestation to the D.C. School Board, has taken on the biggest target of his career: the Federal Government itself.

Unlike some of his earlier fights, in which he was virtually alone, he has some well-placed help this time—five members of Congress.

Essentially, Hobson contends that Uncle Sam, despite pious policy statements and Executive Order 11246, is guilty of widespread racial discrimination in hiring and upgrading and that the official mechanisms for dealing with complaints of discrimination are virtually worthless.

For several weeks, Hobson has been circulating petitions among Federal employees around the country in support of his contention. He says he has received more than 3000 letters from aggrieved civil servants.

AS WITH HIS school suit, Hobson has documented his complaint well. For example:

- As of June, 1966, the Civil Service work force was 9.7 per cent Negro, but only 1.6 per cent of the jobs above GS-11 were held by blacks. (As of last November the figures were 10.5 total and 1.8 above GS-11.)

- The Civil Service Commission itself, charged with carrying out non-discrimination policies, had 81 classified employees as of June 1966, 600 of them (73 per cent in grades GS-4 and below. (By last November, that was down to 70 per cent.)

- The Government Printing Office, generally groos to be one of the worst thought by Washington Negro offenders, has no Negroes at all among its 104 employees above GS-11.

"In Federal agency after agency, there have been similar defaults of responsibility to ensure equal employment opportunity," Hobson charges.

His contention is supported, in general, by five Congressmen who have called on the President, the Civil Service Commission and a half-dozen Congressional committees to do something about it.

THE FIVE, headed by William F. Ryan (D-N.Y.), include John Conyers (D-Mich.), Phillip Burton (D-Calif.), Charles C. Diggs (D-Mich.) and Edward R. Roybal (D-Calif.).

"The statistics of the Civil Service Commission report on Minority Group Employment in the Federal Government make clear that insufficient use is being made of minority personnel in the Federal Civil Service, especially in the upper levels," they wrote. "Despite some gains, discrimination in hiring and promotion persists.

"The complaint mechanism confronting an individual aggrieved employee is intimidating; the complaint is usually referred to the employee's supervisor."

Hobson and the Congressmen are not alone in their criticism of the grievance procedure. This column hears regularly from civil servants who feel themselves victims of discrimination but are reluctant to file complaints.

WEDNESDAY, JUNE 26, 1968

The Washington Post

Since the complaints are generally referred to the complainant's immediate supervisor, most hesitate to file. If the complaint goes against him, he will simply have made his situation worse for having complained in the first place.

UNLESS the discrimination is so flagrant an employee would just as soon quit if it isn't corrected, he generally won't take the chance.

Ryan's group would solve this difficulty by having the President appoint an independent commission to investigate charges of discrimination, both in Civil Service and in Government contracts. (They note that although law forbids discrimination by Federal contractors, no contract has ever been canceled for noncompliance.)

The Congressmen have made several other suggestions and have asked the appropriate congressional committees to schedule hearings on them.

Thus, if the Government's record isn't as bad as Hobson and Ryan's group have painted it, there will be ample opportunity for rebuttal. If they are right, the proposed investigation might be one way to start doing something about it.

Hansen Plea Heard By Appeals Court

By JOHN MATHEWS
Star Staff Writer

Judge J. Skelly Wright's controversial de facto school segregation decision rested in the hands of the U.S. Circuit Court of Appeals, following a 1½-hour hearing today before the full bench.

The major reason for the appeal brought by retired school Supt. Carl F. Hansen, school board member Carl Smuck and several parents, was summed up by their chief lawyer, Edmund Campbell. He said:

"What Judge Wright did is in the last analysis to exercise an educational judgment on matters which must of necessity be left to educators."

Campbell also said that Wright in effect had set himself up as a "continuing superintendent of schools."

Hobson's Position

Representing Julius W. Hobson, local civil rights activist, William M. Kunstler of New York City argued that Wright acted properly in finding that school policies, even though they were not motivated by an intent to perpetuate racial segregation, failed to provide equal educational opportunity to Negro children.

In his decision issued a year and a week ago, Wright abolished the track system of student grouping, required the school board to bus volunteering Negro children from their overcrowded schools to under capacity, largely white, schools and ordered system-wide teacher integration.

A majority of the school board voted not to appeal the decision and forbade Hansen from appealing while he was a school system employee. Hansen subsequently retired so he could bring an appeal. This past school year the school board has implemented the Wright decision throughout the school system.

Both sides reiterated today many of the arguments they have made previously at the preliminary appeal hearings.

Judge Harold Leventhal, however, brought out a new point when he questioned Kunstler about whether all remedies were

exhausted before the court case was filed.

Kunstler argued that repeated objections to school policies had been made and that a House subcommittee had issued a report critical of the track system six months before the suit was filed.

Passow Study Cited

Leventhal also questioned whether a court decision should have been rendered before the school board had a chance to implement the Passow study of the school system, which was issued in a preliminary form the same day as Wright's decision.

"Every school suit can be answered by saying we will have a report," Kunstler replied. He also argued that the Passow study was a direct response to the filing of the suit in January 1966.

For the appellants, Campbell argued that Wright's decrees were "inappropriate" in the absence of findings that the school board was motivated by an intent to illegally segregate and deny rights to Negro pupils. Kunstler responded that other cases have shown that students must be assured equal opportunity even if an intent to deliberately deny that opportunity is absent.

Seven judges heard the case today. The appeals court has one vacancy and Wright could not sit to hear the appeal of his decision. An opinion by the court probably will not be rendered for several months.

1 on School Board Suggest Manning Find Another Job

By J. W. Anderson
Washington Post Staff Writer

Four of Washington's nine School Board members have urged School Superintendent William R. Manning to find another job before the election campaign warms up.

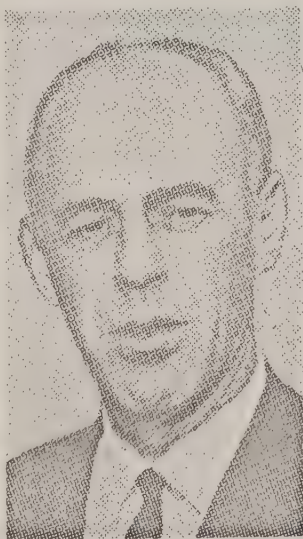
They fear that he will become the central issue in the fall campaign, in which, for the first time in the city's history, the School Board will be elected.

Manning said last night that he had no intention of leaving his post.

"I came down here knowing that it was a very difficult job," said Manning, who was school superintendent at Lansing, Mich., until last November. "I didn't have any thoughts of throwing in the towel after six months."

These members feel that he has failed to give new direction to the city schools and would prove a liability to any incumbent Board members running in November.

"I'm not very happy about the way the superintendency's going," Dr. John A. Sessions, a Board member who intends to run in the election, declared yesterday.



WILLIAM R. MANNING
... a liability?

Supported by Others

"I've said it to other Board members and I've said it to Manning. He's full of right-minded ideas, but he has all the earmarks of a man who's completely baffled by his job."

"He may be a good man, but not a good superintendent for this city," said another Board member, Dr. Benjamin H. Alexander. "In the community it is stated by people who, I know, are going to run, that they are going to run on a platform of getting rid of Manning."

But support for Manning came from other members, who appeared to constitute a narrow majority of the Board.

"I certainly don't share the position of those who have been very critical of him," said the Rev. Everett A. Hewlett, president of the Board.

"He hasn't been able to initiate a revolution, but it's a shared responsibility," Mr. Hewlett said, and the Board has its own share to carry.

Move Is Condemned

Board member Albert A. Rosenfield condemned the move against Manning as an attempt to make him a "scapegoat."

Rosenfield, who intends to run for the elected Board from the Third Ward (the west end of the city), said that it could only hurt the chances of wider home rule here to turn the first local election in 97 years into an attack on the school superintendent.

"He hasn't had a chance," objected member Euphemia Haynes. "I think it's very wrong to injure a man's reputation."

Manning was hired by the present Board last November, the final choice in a long search conducted by a subcommittee headed by Anita F. Allen, the vice president of the Board.

The four Board members met Manning at Mrs. Allen's home on Saturday afternoon, June 30, and expressed their dissatisfaction with his leadership. In addition to Mrs. Allen, those present were Ann H. Stultz, Sessions, and Alexander.

Last Wednesday Mrs. Allen, Sessions and Alexander met again with Manning at Mrs. Allen's house.

They offered to help him find another job, according to one source. He has a three-year contract as superintendent here.

The dissatisfied members cannot formally fire him, since none of the other five Board members appears inclined to vote with them.

But they speculate that Manning may not wish to remain, in the face of open opposition of the people who brought him here.

The Board was split several different ways when it hired him. On the first vote, last Oct. 27, the Board divided 4 to 2, with two members having stalked out of the meeting after calling it illegal. Two of the four majority votes were cast by Mrs. Allen and Mrs. Stultz. Alexander sessions cast the two opposing votes.

But when the decision was ratified formally on Nov. 7, the vote was 7 to 2, with all four of his present critics voting to hire him.

These four have generally been pressing for dramatic innovations in the school system.

By late February, Mrs. Allen was publicly urging Manning to make changes.

"At least part of the thinking behind bringing in a superintendent from out of the city was that the radical reshuffling and creation of new ways of doing things could be done best by one with no commitments or defensiveness about the past," she declared last Feb. 22 at a Board meeting.

At that meeting, she called on Manning and the Board to undertake "a revolution in our way of doing things."

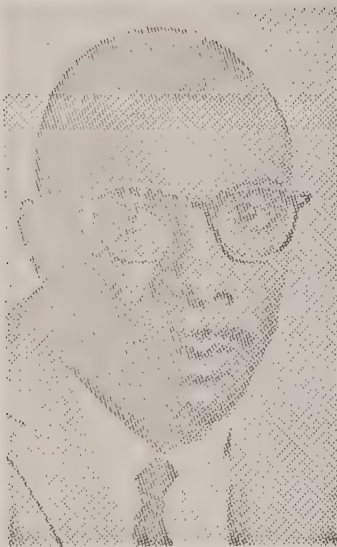
Shortly afterward Manning proposed an administrative reorganization of the school system's central management, but it has become bogged down in legal and budgetary difficulties and many of the new jobs have not yet been filled.

At the Board meeting last Monday, members openly chided Manning for failure to bring them clear and specific recommendations. A fight over Manning's proposal to promote Murray Schere, principal of Wilson High School, had broken into the open at a previous meeting.

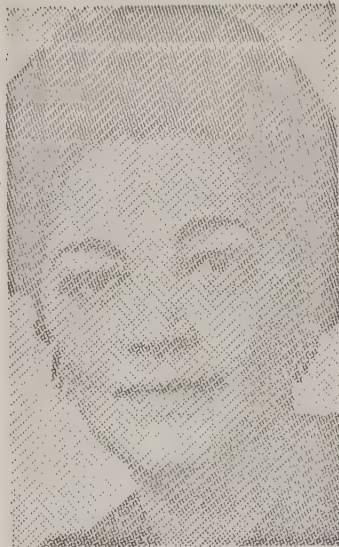
"Our reading scores, our discipline—we're just not getting ahead," Alexander said yesterday.

Monday, July 8, 1968

THE WASHINGTON POST



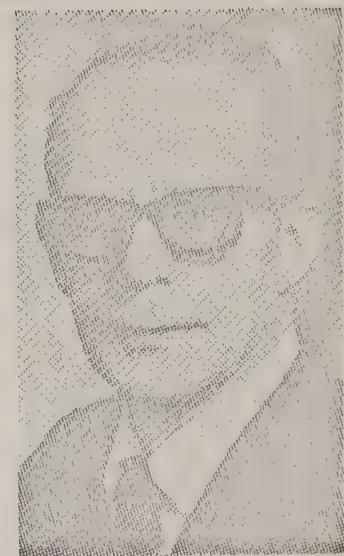
DR. B. H. ALEXANDER



MRS. ANITA F. ALLEN



MRS. WALTER B. STULTS



JOHN A. SESSIONS

These 4 among the District's 9-member school board are opposing Supt. William R. Manning.

Hansen Assails School Board

Former District School Supt. Carl F. Hansen spoke out today in support of William R. Manning, the present schools chief, but he criticized both the administration and the school board for shortcomings Hansen says he has seen during the year since he left office.

It was Hansen's first extended statement on local education since he fell silent a year ago to prepare for his appeal of the Hansen V. Hobson court decision on de facto school segregation here. An appeal hearing was held two weeks ago.

Hansen said his intention was "not particularly to come to (Manning's) defense," but he chided the board for turning on the new superintendent so soon after Manning's appointment last fall.

"I find it hard to believe that the people on the board who now want their superintendent to hunt another job could have so lightly and superficially decided to employ him in the first place," Hansen said.



—Star Photographer Bernie Boston

Dr. Carl Hansen at a press conference today.

In a wide-ranging press conference, however, Hansen permitting a "disciplinary breakdown" in the classrooms, hit Manning's administration for failure to stand by "proven"

programs and for allowing the schools to come under federal government influence.

When told he sounded like a critic of Manning, Hansen said, "I find both the board and the administration culpable."

But Hansen saved his strongest language for the board, which he said is preoccupied with "social and ideological issues, rather than the welfare of this city's school children."

"A board that can dispose of two superintendents within a 12-month period is making history. I doubt that anywhere in the annals of American education has a school board accomplished so much within so short a period of time," Hansen said.

"I am forced to the conclusion that while the school system may need a new superintendent," Hansen said in his statement, "it clearly needs a new board of education."

He added that the weakened leadership of the superintendent See HANSEN, Page A-8

HANSEN

Ex-School Head Hits
Board on Manning

Continued From Page A-1
will result in "chaos in the classrooms."

Hansen said it is his impression that "chaos is the current characteristic of the Washington public schools" now.

He denounced a "breakdown in attitude and discipline" in the schools, which he attributed to the board and the administration. He criticized the administration for failing to finance a reading program for over-age seventh grade youngsters this summer.

"Why there was lack of money for this program, one of proven worth, is beyond my comprehension," Hansen said. He further criticized the administration for failing to come up with "workable programs" and allowing others to lapse.

Hansen said he has committed himself to following the progress of education in the city, giving comments when he feels moved to do so.

He explained that he has been silent regarding the District schools since he left office mainly because he felt it might interfere with the process of appealing the Wright decision. Now that the appeal hearing has been held, he said, he will become more involved in the education of District children and the election of a new school board this fall.

When asked if there were a chance he may run for the board, Hansen said, "No, not at all," but added that he will offer his support possibly to some candidates.

"Of course, I don't know whether my support will necessarily help anyone," he said.

Hansen held the press conference in the spacious living room of his Greenvale Street home at 8 a.m. today. He was upset, he said, when he heard on a broadcast early today that he would advise Manning to quit.

He said that, to the contrary, he hopes Manning will hang on but said, "Knowing the board as I do, think the chances that things will stabilize are remote."

Hansen also criticized the school system for "allowing itself" to fall under the influence of the U.S. Office of Education.

He said examples of interference in District affairs by the agency were the plans to redistribute funds for compensatory education, as well as the proposal to establish a \$10 million urban education demonstration project in Anacostia. Hansen explained:

"I am in favor of the school system getting an additional \$10 million, but I object to the establishment of a play school for theorists in the Office of Education."

Hobson Forms Board Slate to Oust Manning

THE WASHINGTON POST Tuesday, July 9, 1968

Civil rights activist Julius W. Hobson announced plans yesterday to run for election to the Washington Board of Education on an 11-member slate pledged to the ouster of William R. Manning as school superintendent.

Hobson's announcement came in the midst of a controversy over Manning's continuation on the job he has held since December.

The slate is being organized by District political figures C. Sumner Stone and Willie Hardy. It will go under the name of the "Triple E Committee for Excellence and Equality in Education."

Manning had no comment on the announcement that the slate was being formed.

Hobson has been leading a court fight to declare Manning's appointment by the Board illegal.

In other developments yesterday, Board member Benjamin H. Alexander said if Manning retains his post "I believe the school system's conditions will worsen."

Alexander was one of four Board members who met privately with Manning on June 30 and requested that he resign on the grounds that he had failed to speed educational improvements.

In his first statement on District education since his resignation as superintendent a year ago, Carl F. Hansen suggested yesterday that "Manning can only wait until a new Board comes into being and hope the community will choose wise leadership (in the November election)."

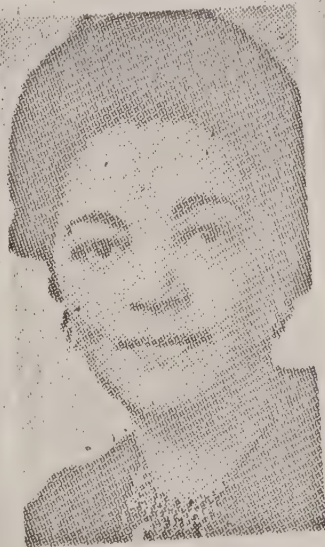
Manning maintained that he will stay in the position he holds under a contract that expires in December, 1970.

"I would like to move as rapidly as possible" on improvements in the school system, Manning said, "but this will depend on the attitude of the Board."

Some Board of Education members suggested yesterday that they might meet soon to discuss the implications of the call for Manning's resignation. One member mentioned the possibility that a vote of confidence would be taken.

In addition to Alexander, Board members who attended meetings at which Manning

SEE SCHOOLS, A8, Col. 1



A Critic Now

Anita F. Allen, who campaigned to bring William R. Manning here as school superintendent, is among those urging him to quit. Story is on Page A8.

was advised to resign were Anita Ford Allen, Ann H. Stults and John A. Sessions.

Alexander expressed disappointment yesterday that the requests for Manning's departure were made public.

"I think the man would have taken another job if he'd gotten one; he would have resigned, and it would have been a quiet way to ease him out," Alexander said. The effect of the publicity, Alexander said, is that "Manning's in a very weak position... If I were he, I would resign."

Hansen and Hobson both criticized the four Board members, charging that they discussed public business in a private session in Mrs. Allen's home.

"Particularly despicable is

the secrecy with which this action occurred," Hansen said at a press conference at his home. He accused the Board of being "divided on sociological and political issues rather than united on the education of children."

Opposes Secrecy

Hobson declared yesterday that "I'm just as opposed to secret meetings... whether they're hiring a superintendent or firing a superintendent. No School Board member has a right to call Mr. Manning to his house... I think (Manning) was stupid to go."

Hobson pointed to Mrs. Allen, and Alexander as "two people on the Board of Education to which black people are unalterably opposed," and said that he would campaign

against them. Both Mrs. Allen and Alexander are Negroes.

Board of Education member Albert A. Rosenfield said he will continue to support Manning as superintendent "until it is proven the man is incapable of performing the functions we hired him for."

"I believe today," Rosenfield continued, "that he's able if he's stripped of the red tape" that he said hampers the school system's operations.

Rosenfield denounced his colleagues for advocating Manning's resignation, charging that they were acting out of "political expediency."

Alexander disagreed, saying "I have to run on my record."

Hansen Raps Board

In his morning press conference, Hansen said "a board of education that can dispose of

two superintendents within a 12-month period is making history." He resigned last summer when the Board voted not to appeal Judge J. Skelly Wright's ruling that racial and economic discrimination existed in the Washington school system.

The former superintendent said that "the rapid consumption of superintendents in the District of Columbia brings ruin" to school children. He said his impression is that "chaos is the current characteristic of the Washington public schools."

Hansen blamed the Board for undermining the superintendent's ability to lead, and the administration for allowing conditions in the schools to degenerate.

Attendance and discipline have broken down, Hansen said, adding that "I get the impression that children are wandering in and out of buildings pretty loosely."

Questions Funds Use

Hansen challenged Manning and the Board to explain why what he called a highly successful remedial reading program had been dropped from summer school. He questioned whether the school system is spending its funds wisely.

Manning had no comment on Hansen's criticism.

Hansen said Manning should "resist efforts of this kind to push him out."

That the Board "wants to depose the man after eight months can only mean the Board did a poor job on its homework... Either they are wrong now or they were wrong when they appointed him," Hansen said.

The former superintendent said he is not a candidate for the School Board, but intends to become more active in District education. "The city of Washington needs the attention of every citizen. If this is not forthcoming... the school system may fall apart into little segments," he said.

Former Manning Backer Joins

By Susan Jacoby

Washington Post Staff Writer

Anita Ford Allen, who led the fight to bring William R. Manning to Washington as superintendent of schools last fall, is now a leading figure in an attempt by several School Board members to bring about Manning's resignation.

"My own disappointment stems from the fact that I don't see any real plans for change coming from Dr. Manning," Mrs. Allen said yesterday. "We are permitting unresolved situations to pile up on one another. I don't think one major decision has been made since October. That is my concern."

As chairman of the Board committee that conducted the search for a new superintendent after Carl F. Hansen's resignation, Mrs. Allen assumed a major share of the responsibility for bringing Manning to Washington last fall.

She then supported Man-

ning strongly despite bitter protests from some critics of the schools and a suit brought by Julius W. Hobson charging that Manning had been appointed illegally in secret meetings.

Hobson's suit also attempts to disqualify Mrs. Allen from serving on the Board because she is an official with the U.S. Office of Education.

Mrs. Allen has changed her mind about Manning despite her strong personal involvement in his appointment. So has Ann H. Stults, who served on the committee with Mrs. Allen last fall.

"I still feel the committee acted correctly last fall, and that we went through all the steps a school board should in selecting a new superintendent," Mrs. Allen said yesterday. "On paper, Dr. Manning's qualifications were superb. His range of educational publications are excellent. And we have many testimonials indi-

cating that he did a good job in Lansing." (Manning was superintendent of schools in Lansing, Mich., before coming to Washington.)

Before Manning was considered for the superintendent's job, several better-known candidates were interviewed but told the Board they did not want to come to Washington. Strong community pressure was also developing in favor of then-Acting Superintendent Benjamin J. Henley, who is now the school system's No. 2 man.

"I felt very strongly that we should have someone from the outside for the superintendency," Mrs. Allen said. "I felt it wouldn't be fair for us to put the responsibility for making changes on someone who had been a part of the school system for years, someone who had many friends in the system and might hesitate to do what needed to be done."

The Board was split several

ways on Manning's appointment. John A. Sessions and Benjamin H. Alexander voted against his appointment. They have joined Mrs. Allen and Mrs. Stults in asking that Manning resign now. Two other Board members walked out of the meeting where Manning was appointed and another was present but did not vote. Mrs. Allen, Mrs. Stults, Carl C. Smuck and Albert A. Rosenfield provided the votes that gave Manning the job.

"As far as I am concerned, the Board has given Dr. Manning superb support even though it was divided over his appointment," Mrs. Allen said.

"I myself have tried to push Dr. Manning for stronger leadership. The Board would have been delighted not to get into matters that are properly the province of the administration, to follow a superintendent who was way out in front of us."

"But I am sorry to say that has not happened."

Fight to Force His Ouster

"We as a Board are aware there are many complex financial and legal problems because of the way the District is governed. But I also know there are ways of unraveling these problems and red tape with work and determination."

Mrs. Allen has not made a final decision on whether she will run for the School Board in the city's first election next

fall, although she says "I am deeply concerned that plans for change and progress be carried through from this point on." Sessions and Alexander are running for the election.

Mrs. Allen was sharply criticized yesterday by Board member Rosenfield, who is a candidate for election.

"No employee of the Department of Health, Education and

Welfare should be on the Board of Education," Rosenfield said. "The school system belongs to the parents and the citizens . . . That representative (Mrs. Allen) is trying to protect the millions of dollars the Federal Government's thrown in here (to the D.C. school system.)"

Hobson says Mrs. Allen's presence on the Board violates

the Elementary and Secondary Education Act, which provides \$5.5 million in Federal aid to the District. Hobson says the Act prohibits any official who administers it from holding a policy-making position in a public school system. Mrs. Allen is in charge of Elementary and Secondary Education Act aid to states in the Middle West.

Education Aid Fight: City School Districts Ask the Courts for Help

Continued From Page One

tions, they normally get less aid per pupil than the city districts.

In theory, the Michigan formula equalizes school aid because it penalizes the districts best equipped to raise money through the property tax. But critics say it doesn't help big city districts enough and argue that its basic assumption is wrong. "State money should be handed out on the basis of what it takes to provide a decent education instead of how big and fancy the houses are in the school district," says Stephen Schlossberg, counsel for United Auto Workers union, which has filed a brief in support of the Detroit suit.

Neither suit proposes specific alternatives to present aid plans; the critics assume new plans, in accordance with court guidelines, could be worked out later. But urban education experts mention four possible alternatives.

Under one, the city school board would prepare its budget based on needs and present it to a state agency for certification; the state would then supplement local revenues to the extent needed. Another plan would create a special metropolitan agency for education, akin to existing transportation authorities, with power to tax and to supplement money raised by the school board. A third concept would relieve local boards of one burden by requiring capital financing of new construction through statewide-bond issues. A fourth envisions a complete take-over by the state of all educational financing.

Aiming for the Supreme Court

Attorneys for both Michigan and Illinois are trying to have the suits dismissed. Argues an attorney for Michigan: "It seems to me the legislature has the authority to spend the tax money in any way it sees fit."

Supporters of the suits say they will carry their fight to the Supreme Court if necessary. The Detroit suit was filed in Wayne County Circuit Court here. In Chicago, a lawyer for the Federal antipoverty program says that city's school suit was filed in Federal district court in hopes that "we may get to the Supreme Court ahead of Detroit."

There is certain to be plenty of resistance along the way. Most suburbanites already tax themselves more heavily for education than do city dwellers. The Carnegie Foundation study shows that in 1966 New York City raised only \$12.96 per \$1,000 valuation for education, while surrounding suburbs raised \$20.53 per \$1,000.

The Detroit suit already has produced a break between the Detroit school board and its banker of more than 30 years, the National Bank of Detroit. In May, the board routinely sought to borrow \$14 million to cover expenses for the balance of the term, but the bank refused. It maintained that the lawsuit, in challenging the constitutionality of basic education laws in Michigan, raised questions about the borrowing powers of any school district, including Detroit's. Angry, the board turned to the Bank of the Commonwealth—viewed as a maverick by more conservative members of Detroit's banking community—for the funds.

Looking to Washington

Some education experts think that regardless of the outcome of the suits, pressure will increase now on the Federal government to assume a bigger share of the financial burden for primary and secondary schools. (The government now meets about 10% of the cost, mainly through special funds.) The educators reason that if the cities win a bigger share of state aid, the states won't be able to raise the extra money needed to help offset the blow to more affluent districts. "By default at the state level, it would just force the problem up to the Federal level," says Theos I. Anderson, superintendent of schools in Grosse Pointe. If the cities lose, their next step might be an assault on Washington, it's thought.

Indications are that Federal officials already are preparing for either possibility. The

Office of Education is getting cost estimates and studying "other implications, including what it means for the department," says Stephen Trachtenberg, assistant to Education Commissioner Howe.

Whatever the headaches, educators already see some gains. "Even if the new thrust doesn't work, it highlights the problems city schools face," says an education authority in Washington. And two months after the Detroit suit was filed, the Michigan legislature approved a special \$6.3 million appropriation to be allocated around the state on the basis of need. Most of the money is expected to go to the cities, particularly Detroit.

Board members see this as a victory for their argument. "It's OK by us if the lawmakers decide to do it on their own," says one attorney close to the case, "as long as we get the money."

Minorities Ignored in Area

THE WASHINGTON POST Sunday, July 21, 1968

A:

Schools History Texts

Books used in suburban Maryland and Northern Virginia schools were described as "seriously deficient" in treatment of Negroes in a recent report to Michigan's State Board of Education.

The 12 American history texts, widely used throughout the Nation as well as in Washington area schools, were reviewed for the Michigan Board by a group of historians. A 1966 Michigan law required the state department of education to make a survey of social studies texts to determine whether they include proper recognition of minority groups.

Most of the texts cited by the Michigan Board are on the

approved list for use in Washington public school classes. Many are also approved for classroom use in the suburban Maryland and Virginia counties.

"They Made America Great," an elementary school text written by Edna McGuire and published by The Macmillan Co., conspicuously leaves out any mention of slavery in its chapters on the Civil War. The causes of the war are summed up in two sentences:

"The fight at Fort Sumter was the beginning of the War between the States. The Northern and the Southern states did not agree."

Exactly what the northern and the southern states did not agree about is never discussed.

The McGuire text has been used in Washington in the second, third and fourth grades, depending on how well the youngsters can read.

In the Michigan report, the texts were most sharply criticized for "errors of omission" in regard to Negroes. "Negroes as individuals are too often missing from the pages of these books," the report says, "and the plight of Negro Americans as a group is scarcely touched upon."

Even in those sections of the books that deal with events that very much involve Negroes, such as the Civil War era, they receive scant and inadequate treatment."

One book used in Washington and Prince George's County high schools is "Rise

of the American Nation," by Lewis Paul Todd and Merle Curtis, published by Harcourt, Brace & World, Inc.

From reading the text's discussion of the abolitionist movement, it is impossible to tell that Negroes took any part in antislavery activities. Frederick Douglass, the prominent Negro orator, antislavery leader and diplomat, is not even listed in the index. Harriet Tubman, the escaped slave who ran an underground railroad that brought more than 300 slaves to Canada, is also left out. Only white abolitionists are mentioned in the book.

"Rise of the American Nation" does not discuss the buying and selling of slaves or the Negro family. The book does note that "many planters

treated their slaves well because they were valuable property."

The authors say "the treatment of slaves on plantations where the owner was frequently absent and where an overseer was in charge was likely to be most severe." But slave's life is not harsh.

"Many planters provided for their slaves as carefully as they did for members of their own families and in turn won the love of the slaves," the authors write. "Thomas Jefferson, for example, belonged to this group of planters. When Jefferson returned to his hill-top home at Monticello after a long absence, his slaves honored him by meeting his coach at the foot of the hill, unhitching the horses, and pulling the coach by hand up the long grade."

The Michigan report notes "there is a commonly held assumption that anything that appears in books, especially textbooks, must be true. But in many cases where textbooks have been found to be generally unacceptable and to deal inadequately with minority populations, their authors have simply erred in the facts their factual data rigorously—they have failed to examine enough and have, therefore, presented an erroneous content."

Seymour Stiss, supervisor of secondary social school studies in Arlington, says many errors of omission in the area of Negro history are due to the fact that "the texts are designed for school systems from Augusta, Me., to Augusta, Ga."

Stiss says high school teachers in Arlington rely increas-

ingly on new paperback books rather than conventional books for social studies classes.

The books listed in the Michigan report are:

History of a Free People, The MacMillan Co.; Making of Modern American, Houghton Mifflin Co.; Story of the American Nation Harcourt, Brace & World.

History of Our United States, Laidlaw Publishing Co.; The Story of America, Laidlaw; Exploring Our Country, Follett Publishing Co.; They Made America Great, Macmillan.

History of Our United States, Ginn & Co.; In These United States, Heath & Co.; Exploring American History, Globe Press; Rise of the American Nation, Harcourt, Brace, and History of the United States, Houghton Mifflin.

Washington Post
July 29, 1968

School Board Contest Begins

By Ellen Hoffman

The District's first school board election campaign opens officially today when candidates start circulating nominating petitions.

Several individuals have declared their candidacy and old and new organizations are considering formation of slates and endorsement of candidates.

The petitions may be picked up at the Board of Elections office in the District Building starting at 9 a.m.

Candidates running from one of the eight wards must obtain signatures from at least 250 registered voters in the ward. Candidates running for the three at-large posts on the Board of Education will have to collect 1000 signatures, including a minimum of 125 from each ward.

Candidates must submit to the Board of Elections by Sept. 21 along with a filing fee of \$100.

The new Caucus Committee to Nominate and Support Candidates for the School Board plans to develop a city-wide organization that will operate through caucuses on the ward level and endorse at-large candidates as one unit.

The Caucus Committee is currently headed by Armand Scala, a program manager working with Fairmeco, Inc., a company promoting economic development in the Shaw neighborhood. Ward organizations will screen and endorse candidates, and possibly seek out candidates if none meet their qualifications.

The Committee has endorsed qualifications that require a candidate to stress the importance of schools as neighborhood activity centers, to try to meet the individual needs of all school children, and to "recruit, hold and attract back to the school system middle and upper income families."

The "Triple E" slate, pledged to "excellence and equality in education" will announce its candidates within a week. It is being organized by District political figures C. Sumner Stone and Willie J. Hardy.

Civil rights activist Julius Hobson is expected to run on this slate.

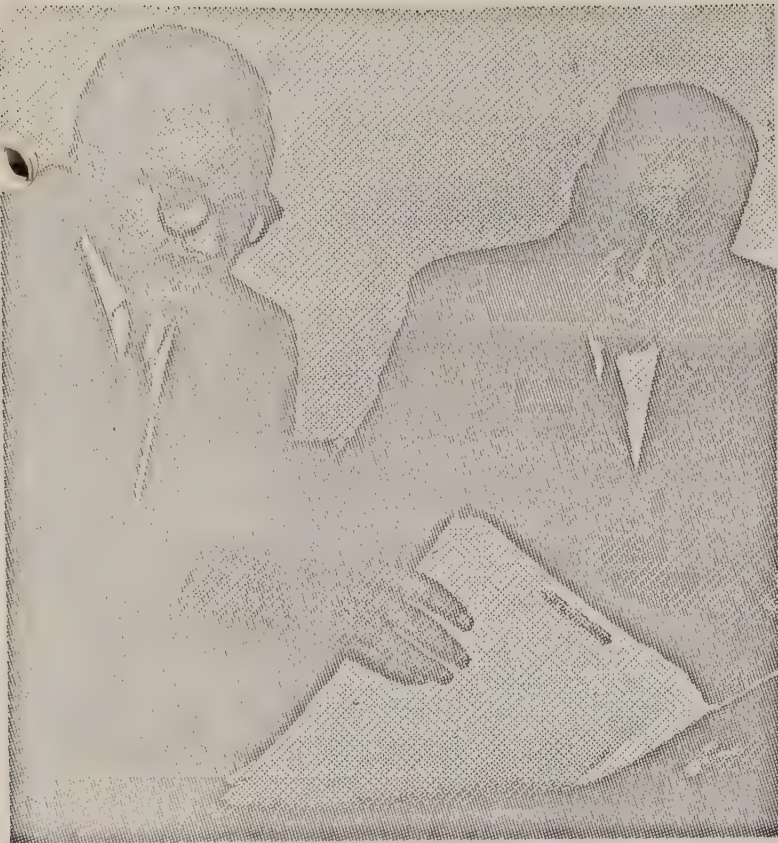
Etta Horn, chairman of the city-wide Welfare Alliance, will be another member. Mrs. Horn, who has five children in District schools, explained yesterday: "More poor people like myself should be involved because there are so many poor people's children in the school system." Mrs. Horn lives in Barry Farm Dwellings, a public housing development in Southeast Washington and is first vice president of the National Welfare Rights Organization.

William H. Vines, president of the South East Civic Association and the Randall Junior High School Parent-Teacher Association, plans to run from the sixth ward.

Three members of the current Board have already announced as candidates. They are Benjamin H. Alexander, John A. Sessions and Albert A. Rosenfield.

A fourth Board member, Anita F. Allen, said yesterday "I'll have to say one way or another pretty soon but I haven't made any decision at the moment."

The legality of Mrs. Allen's position on the Board is under court challenge by Hobson. Hobson reported yesterday that he is stepping up his attempt to disqualify Mrs. Allen on the grounds that her employment by the U.S. Office of Education is a conflict of interest with Board membership.



43 HOPEFULS OBTAINED petitions at the Board of Elections this week to put their names on the ballot in the School Board election this fall. Pictured here is Julius Hobson (right) a well known critic of the present School Board showing his petition to Attorney Richard Hopkins.

School Board aspirants busy

From the number of applicants for the petitions for the School Board elections this fall, it appears the election will be quite a battle.

Monday was the first day aspiring candidates could obtain nominating petitions for the 11 positions of the D.C. School Board and by Wednesday afternoon 43 hopefuls had picked up the applications.

JULIUS HOBSON, an outspoken critic of many of the recent school board decisions and who played a key role in the changing of the track system, was on hand early Monday morning to obtain his petition.

Queried later on his platform Mr. Hobson said that he was running on his record. "People who like what I've done will vote for me. If elected one of the first things I will do is stop these secret meetings of the School Board. All school business is public business."

THE SCHOOL board election which is the first in which the people of the District will have the chance to pick their local officials, will have 8 candidates running in the wards and three candidates running at-large.

Each candidate from the 8 wards must obtain 250 signatures from registered voters in his ward. The candidates running at large must obtain at least 1000 signatures of registered voters city-wide, with 125 or more signatures required from each of the eight wards.

SOME 16 of the prospective candidates have picked up petitions for both the at-large and ward positions. If they fail to obtain the 1000 signatures required, they will still be able to file as a ward candidate if they have the 250 signatures.

A \$100 filing fee must accompany the completed nominating petition. The petitions must be returned to the Board of Elections between the dates of August 27 and Sept. 21.

In the election which will be held on Nov. 5, the same day of the Presidential election, candidates who are running at-large will have to obtain a majority of votes from all of the voters in the District of Columbia. The candidates in the wards will be required to have a majority in their respective wards.

Three incumbents, John A. Sessions, Benjamin A. Alexander, and Alexander A. Rosenfield have picked up their petitions. Sessions and Alexander along with Mrs. Anita Allen voted earlier this week against the motion to adopt the Passow

Study recommendations at a school board meeting. Mrs. Allen had not picked up her petition as of Wednesday afternoon.

OTHER well-known figures who picked up their petitions are: Edward J. MacLane, president of the D.C. Federation of Civic Associations, and Dr. Ellis Haworth, a longtime member of the D.C. Congress of Parents and Teachers.

The other aspiring candidates are: Allywn F. Crichton Jr., 2312 Good Rd., SE; Arrington Dixon, 1843 24th St., NE; William Conley, 1511 Que St., NW; James A. Quander, 3714 13th St., NW; Charles X. Suraci Jr., 4715 17th St., NW;

The Rev. Douglas Moore, 2628 Monroe Ave., NE; Mrs. Mattie Goodrum Taylor, 2307 Woodridge St., NE; Richard T. Brown, 516 A St., NE; Joseph W. Parry-Hill, 3803 Military Rd., NW; Walter Simmons, 4321 Barker St., SE;

HODGES S. BURTON, 1503 R St., NW; Percy M. Battle, 1129 Chicago St., SE; J. Norman Stone, 825 Juniper St., NW; Reginald B. Elliot, 3724 17th Pl., NE; W. James Cawley, 1130 5th St., SE; Malcolm M. Semple, 1508 33rd St., NW; Rev. W. D. Jackson, 44 58th St., SE

Charles R. Braxton, 2917 Hillcrest Dr., SE; Irving A. Sirken, 3100 Aberfoyle Pl., NW; Mrs. Ila L. Bullock; Robert Gabrielsky, 2603 39th St., NW; William H. Vines, 717 10th St., SE;

L. Proctor, 707 D St., NE; Samuel Blyther, 1426 Monroe St., NW; Martha Putney, 5403 First St., NE; Daisy M. Hawkins Boyd, 5207 13th St., NW; Eugene A. Thompson, 1749 Lanier Pl., NW; Nelson C. Roots, 607 Irving St., NW.

Projects Face Funds Shortage

School Innovations Menaced

By Ellen Hoffman
Washington Post Staff Writer

The release of the 1970 budget requests for the District schools last week raises the question of the future of the growing number of experimental projects.

Most of the system's experimental efforts are dependent on Federal appropriations outside the regular District school budget. They are part of a national education drive—primarily financed under the Elementary and Secondary Education Act of 1965—that will be limited in schools across the country this year because of shortage of funds.

Here is a rundown of the major experimental projects,

their origins and current status:

Anacostia Experiment: Known also as the "Douglass Project," after the participating junior high school, this experiment would serve ten schools in Anacostia.

President Johnson proposed the project and requested \$10 million for it but the House has appropriated only \$1 million and the Senate Appropriations Committee has recommended that no funds be allotted.

While they await a decision on the floor of the Senate, the 300 neighborhood residents and school staff members who spent the summer planning the projects are putting the

finishing touches on a formal proposal. The school system "borrowed" funds from other experimental projects to support the summer planning effort.

The purpose of the experiment is to foster community participation in the schools and to make the schools respond more closely to the needs of the neighborhood.

Participating are Birney, Congress Heights and Annex, Draper, McGogney, Moten, Savoy, Turner and Green elementary schools; Douglass Junior High and Ballou Senior High.

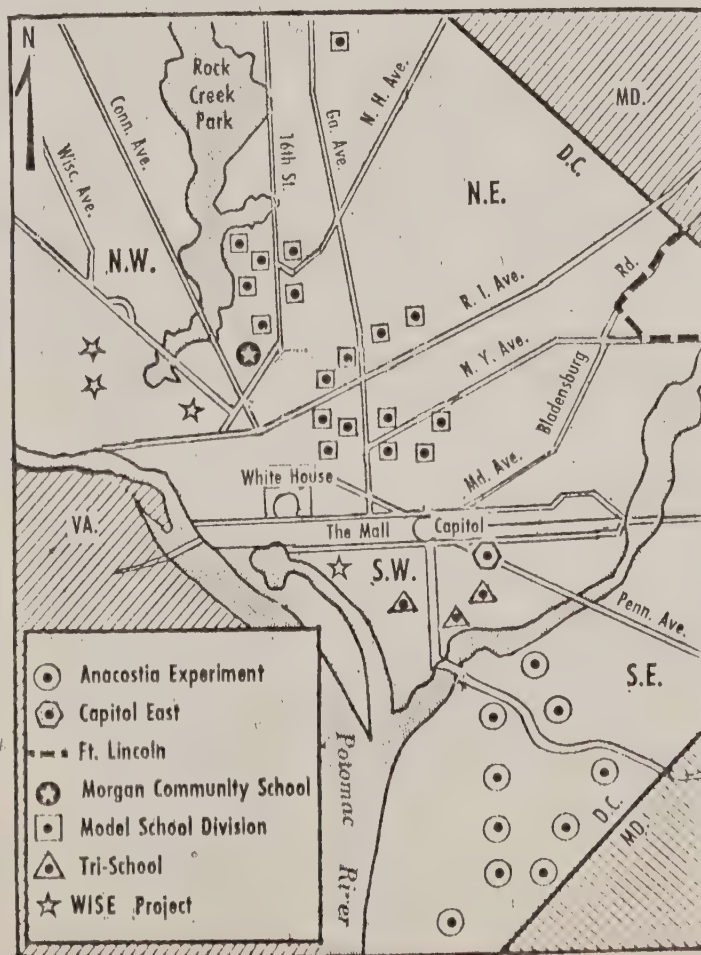
Capitol East: Several proposals for joint programs among the schools in the Capitol East section have been made in recent months. They stemmed from a controversy over the boundaries for the new Brent school, which will open in the fall with room for 250 more youngsters than are housed in the old building.

The Central Atlantic Regional Education Laboratory, a non-profit group supported primarily by Federal funds, asked the Board of Education to support a long-range plan for several neighborhood schools. It would cost \$1200 per pupil more than the current expenditure.

The Board rejected it. There are several other proposals—one for organization of a "cluster" including Lenox and Giddings schools—in existence, but no action has been taken on them.

Fort Lincoln: A consultant team has been hired to plan for the schools in the "new town." A draft proposal for a school system based on "learning centers" scattered throughout the town has been written.

The consultants will be working with town planners and citizens' groups on specific plans. It is expected that the new town's schools would operate as unit separate



August 12, 1968

The Washington Post

Map locates major experimental school projects.

See SCHOOLS, B3, Col. 4

Lack of Funds Threatens

Innovative School Plans

SCHOOLS, From B1

from the District system and would make use of the latest in educational equipment and teaching methods.

Morgan Community School: This experiment started last fall under the leadership of Antioch College, Yellow Springs, Ohio. The community plays a major role in planning and running school activities.

The school has the only elected community board in the city. The local group had asked the Board of Education to expand the experiment to

other schools in the fall but was refused. This summer parents and teachers are working together on plans for the fall session.

Antioch has pulled out of the experiment, and the local and city boards are currently trying to reach agreement on exactly what powers the community should have.

Model School Division: The oldest and largest experimental unit includes 13 elementary and five secondary schools in the Cardozo area.

The MSD has recently stressed teacher training and development of a curriculum relevant to the youngsters who live in the city's poorest neighborhoods.

Through the "innovation team" this year the Division put out curriculum materials on Dr. Martin Luther King, Jr. a few days after his death. The Division recently received Board approval for greater control of its own staff and finances.

The division is seen as a prototype for a unit within the school system if decentralization takes place.

Tri-School: A cluster of three elementary schools was set up in Southwest Washington after parents campaigned to bring economic, social and racial integration to all three school buildings.

Amidon, Bowen and Syphax each serve two elementary grades plus kindergarten. Last week the Board appointed Bowen principal William C. Boyd to oversee joint planning for the three schools.

Wise: The Washington Integrated Secondary Education project provides a variety of special services for Western High School and its three feeder junior highs--Gordon, Francis and Jefferson.

The project was designed to help the schools deal with students from a variety of racial, economic and educational backgrounds.

Action Is Urged to Head Off Expected School Violence

By Claudia Levy

Washington Post Staff Writer

Secondary schools and colleges are rapidly turning into centers of racial unrest affecting surrounding communities, researchers at Brandeis University warned yesterday.

"We can predict that schools everywhere, both at the college and pre-college level, will be the sites of disorders when they reopen in the fall," a report by the Lemberg Center for the Study of Violence stated.

The researchers recommended immediate conferences among school board members, superintendents and black community leaders to head off trouble before "last-resort repression by law enforcement agencies" become necessary.

Three times as many disorders

involving schools occurred during the first four months of this year as took place in all of 1967, the report said. Most were in the aftermath of the Rev. Dr. Martin Luther King's assassination.

The largest proportion of disorders stemming from schools during April were indirectly related to Dr. King's death, the report said, but evidence showed such outbreaks were already on the increase before the assassination.

"Moreover, many of these disorders are traceable to a certain insensitivity on the part of school officials," it added.

Unrest in the schools appears to be a general and long-range phenomenon, fed by "the search for excitement and action by youth," specific

grievances about schools and the rising antagonism between white and black students, the researchers said.

The extreme difficulty of anticipating and controlling events which trigger disorders was demonstrated in April, they said.

"If all the forests are dry, how can we anticipate who will drop a lighted cigarette, or how many, or where?" the report asked. "We are limited to predicting the high probability of forest fires occurring—somewhere."

The long-range recommendations of the Kerner Commission "can be regarded in the same way as the likelihood of rain falling on parched forests," the study said. "Until the recommendations are implemented, the risk of future disorders will remain high."

Evening Star

ON, D. C., TUESDAY, AUGUST 20, 1968

Boundary Protest Leader School Board Candidate

By BETTY JAMES
Star Staff Writer

Mrs. Virginia Morris, leader of Far Northeast parents who announced yesterday they will take their protest over school-boundary changes to court, is a candidate for the District School Board.

Mrs. Morris picked up the papers yesterday and will file as soon as possible, she said. Coordinator of Head Start at the United Planning Organization, the local antipoverty agency, Mrs. Morris is the mother of eight children. A son, Keith, 12, is affected by the boundary changes that involve four junior high schools in Northeast.

To File for Injunction

She revealed her candidacy at a press conference where she and other parents announced their intention to file for a preliminary injunction in U.S. District Court to block the changes when school starts next month.

The press conference was held in the office of Wesley S. Williams, former president of the school board and attorney for Mrs. Morris and the other parents. Williams plans to start an action on their behalf this week, asking for a review of the school board's decision. The board has failed to comply with its own rule that citizens must be given a hearing on major changes in zoning, he said.

Mrs. Morris contended the far

Northeast wasn't represented on the boundary committee, either through citizens or professional staff. The boundaries were never circulated to citizens of her area, and parents weren't notified of a poorly attended public meeting at Anacostia High School where Southeast and Northeast parents were to air their views, she said.

Mrs. Morris said she isn't opposed to busing. The issue is that adequate bus transportation can't be provided for the children, who before the changes had to walk only a few blocks to school, she said.

Has 500 Signatures

Mrs. Morris said she already has signatures of 500 supporting parents. She estimated that about 3,000 children were involved in Northeast and Southeast.

Williams said the rezoning apparently is based on some theory that it is in conformity with Wright decision decrees on racial and economic integration. "This we fail to see," he said. The students come from the same economic background and "color is out of the question" since there is a high percentage of Negroes in both areas, he said.

School officials have said the changes were made to equalize the student populations in the area east of the Anacostia River.

13 Now Entered in Race For D.C. School Board

Star Staff Writer

The number of candidates filing for election to the District Board of Education was to reach 13 today, more than doubling the number that had filed up to Friday.

Incumbent Albert A. Rosenfield and aspirants Irving A. Sirken and the Rev. Douglas Moore filed nominating petitions at the Board of Elections, joining 10 others who have already filed to run for eight ward and three at-large seats.

Rosenfield and Sirken will run from Ward 3, Moore at large.

The deadline for filing for the Nov. 5 election is midnight, Saturday.

Julius W. Hobson said meanwhile that he is "inclined" to run for one of the three at-large seats on the school board, but has not yet definitely decided to file his nominating petitions.

"I have the petitions and I believe if I run I'll win," he said today. "But the question is, what can I do for the school children of Washington on the board that I can't do off it without the trouble of being on it?"

Yesterday saw the following citizens file: Jessie Jackson Jr., Ward 5; John W. Hagan Jr., Ward 4; Eugene A. Thompson, Ward 1, and Mrs. Mattie G. Taylor, Ward 5.

To Fight Dropout Rate

Filing earlier were Emmett Anderson, Ward 2; Susan Lieberman, Ward 3; George W. Mitchell, Ward 4; William H. Vines, Ward 6; Arrington Dixon,

Ward 5 and at-large; and incumbent Benjamin H. Alexander, at-large.

"By moving the school board offices from 13th and K Streets N.W. to Pennsylvania Avenue, school officials have moved further away from the poor and symbolizing a withdrawal of interest in the poor and black citizens," said Moore's spokesman.

Commonly considered the board member closest to Supt. William R. Manning, Rosenfield said, "The superintendent must deliver—his hands are no longer tied by groups studying the Passow Report."

Although he advocated neighborhood schools, Rosenfield said that any school with space available must share that space with crowded schools. This could mean busing pupils away from their neighborhoods.

Rosenfield also favored community involvement but said "I don't believe in citizens groups becoming administrators."

Rosenfield said he is particularly concerned about the lagging effort to equalize course offerings in District junior and senior high schools, and added, "I will be on top of this problem in the next few weeks."

Moore, a Methodist minister with an interest in civil rights, brought 25 supporters with him when he filed, the largest group to accompany a candidate yet.

The group gathered first at the new school board building on Pennsylvania Avenue at 12th Street, where they heard Moore denounce the building as extra-

vagant and support community control of the schools. The group, mostly Howard University and American University students, then marched two blocks to the District Building for the biling.

Sirken is an employee of the for the filing.

Alexander Discusses Poor

Meanwhile, in a speech last night in the Chevy Chase section of the District, Alexander talked about problems of the tion of the District, school board aspirant and incumbent poor.

"The poor are nobodies," he said. "They carry no weight with anyone, not even their own children."

"And when the money or the books or the good teachers are parcelled out, such things still go to people who know how to write letters to congressmen, who know how to organize a pressure group," he said.

He said he is the best qualified person in his ward because of "thousands of hours of school meetings, school visits and conferences with parents and community leaders."

The Washington Post

Free-for-All

TUESDAY, SEPTEMBER 24, 1968

A16

In the end, 64 candidates filed to run for election to the District Board of Education—a pretty good indication that there is a lively and widespread interest in the city's schools. A good many of these candidates have not previously been prominent or active in District affairs, so that little is now known about their educational attitudes; campaigning between now and November should help to remedy that defect. Four incumbent School Board members are candidates, three of them running at large; and Julius Hobson, also running at large, has been exceedingly active and articulate about school problems.

It seems likely in this situation that Washington's first elected School Board will be to a large extent inexperienced in the operational problems of the school system; but one hopes that it will be a great deal more representative of the community and a great deal more responsive to neighborhood expectations about education than any Board picked by District Court judges. Election of eight Board members by wards should insure

diversity of background and orientation. And what the new Board may lack in sophistication, it may well make up for in verve and in communication with the public.

At any rate, the new Board will face mammoth problems as soon as it is elected. It is going to have to deal with the delicate issue of decentralization of authority and neighborhood control of schools. And it is going to have to choose a Superintendent who can give leadership and drive to implementation of the Passow Report and to revitalization of the whole school program. We find much encouragement in the rivalry for places on the School Board and in the popular concern reflected by that rivalry. Election of a School Board cannot of itself, of course, assure wisdom in the direction of educational policy. But it affords the one sure way of fixing responsibility for school affairs where that responsibility belongs—on the public; and it affords the one sure mechanism for making public officials responsive and responsible.

Candidates Split on Citizen School Control

Nine aspirants for the Third Ward seat on the city's first elected School Board staked out their platforms last night and voiced as many different positions as there were candidates.

The most spirited debate at the meeting centered around the issue of community control of local schools, with one candidate flatly opposing it and the others offering varying degrees of conditional support.

Malcolm Semple drew sustained applause from approximately 200 residents of the Third Ward, which includes the area west of Rock Creek Park, when he said he wanted to "wait until the facts are all in" on the city's two experimental community-controlled projects at Morgan School and in Anacostia before softening his opposition.

Return to Discipline

Semple also evoked an enthusiastic response at the meeting at Wesley Methodist Church when he called for "a return to order and discipline in the classroom." Semple, a former teacher in the District schools, is studying for a doctorate in education at American University.

Most of the other candidates for one of the 11 Board seats

in the Nov. 5 election said they favored the idea of community control if it originates with local groups and not imposed by a central administration.

"It would be foolish to push community control as a panacea, but if the present system is the alternative there is no question that community control is preferable," said Stanley L. Newman, director of social planning at the Department of Housing and Urban Development.

"But there must be clear lines of authority established if we have it," he said.

Four Share View

Incumbent Board member Albert A. Rosenfield did not take a position on community control but said he thought "a decentralized system in the Third Ward could be one of the finest in the Nation."

Candidate Donald J. Melvin, a lawyer and economic

consultant, said he backed son said he favors "100 per cent community control" of schools here. His feeling that "the initiative must come from the local neighborhoods" was echoed by Susan B. Lieberman, Peter Angelos and Irving A. Sirken.

Last night's meeting was sponsored by the Ward Three Caucus Committee, a non-partisan group that plans to endorse a candidate from its area Oct. 10.

In a separate news conference yesterday afternoon, at-large candidate Julius W. Hob-

son said he would never vote on a major issue affecting pupils, teachers or parents without first consulting them.

Hobson said he would go to the schools and poll pupils on issues affecting them. "They're as capable of deciding as I am of deciding for them," he said.

The candidate argued at a press conference that pupils should be allowed to choose

greater social economic integration in the system and ordered abandonment of the track system.

At another press conference yesterday, the Rev. Douglas Moore, also a candidate for an at-large seat in the Nov. 5 election, said there is a great problem of drug abuse among inner-city youngsters, and called for a program to end it.

He also called what he called the Washington High School of

for a program to end it.

He also called what he called the Washington High School of

Triple E Committee picks school board slate

The Committee For Excellence and Equality in Education "Triple E" has announced that it will endorse ten candidates for the D.C. School Board.

Julius Hobson and John Sessions are the at-large candidates and the ward candidates are Mrs. Ilia L. Bullock, John H. Treanor Jr., Mrs. Susan B. Lieberman, Millard F. Neal, Mrs. Mattie G. Taylor, Mrs. Mary R. Lanier, John W. Burns, and Edward E. Saunders.

The Triple E Committee was formed about two months ago when Julius Hobson announced his candidacy for the school board.

A committee spokesman said that the selections were made after "interviews with the people —

not the leaders — were held in all the wards to assess candidates' qualifications."

The spokesman said that the 10 candidates may differ with the Triple E platform and "offer their own innovated ideas for changing the D.C. school system."

The co-chairmen of the committee are Mrs. Willie Hardy, John R. Cramer and Chuck Stone.

8 Candidates Give Views On Schools

By Susan Jacoby

Washington Post Staff Writer

It was a beautiful autumn afternoon and the third game of the World Series was on television—but more than 75 people turned out to hear city-wide candidates in Washington's first School Board election campaign.

Eight of the nine candidates at large spoke at the Georgetown University Law Center on topics that ranged from school decentralization to the limitations on the new board's powers.

Julius W. Hobson told the group he was "not running as part of any slate." The Triple E Committee for Excellence and Equality in Education, which grew up around Hobson's candidacy, has endorsed Hobson and ten other candidates.

James Jackson suggested the school system could be divided into districts that would be supervised by a business manager as well as a professional educator. "I would suggest that many of the problems of our school system are due to bad management," he said.

Daniel Butler said the present School Board "has not taken the trouble to establish a real relationship with Congress, and we need people who will really try to do this instead of just sit back and complain about the schools."

The School Board's budget proceedings were sharply criticized by the Rev. Douglas E. Moore.

"It is a sad commentary," Mr. Moore said, "when the budget officer presents the 1970 budget to the press and the superintendent hasn't even seen it. If the superintendent doesn't understand the budget, what is the average citizen to do?"

Incumbent School Board member John A. Sessions said the most urgent need of the schools "is not more money, but the power to control how the money we get is spent." Sessions has drafted a bill that he says would give the board such power.

Benjamin H. Alexander, another incumbent Board member, said the new Board "needs some continuity. We should keep the good members of the board who are running for election, and I say in all honesty there is more than one good incumbent running."

Ellis Haworth cited the need to improve reading instruction and expand preschool education as two planks of his platform.

Incumbent Board member Anita Allen said, "We have to assess what works and what doesn't. We don't have the foggiest notion of what programs we have going on in our school system."

D.C. Schools Face

Crisis in

Principals' Offices

By ERNEST HOLSEN DOLPH

Star Staff Writer

The District schools face a crisis in administrative leadership — not in the uppermost levels, as often is suggested — but on the level of the principals' offices.

Some members of the District Board of Education called recently for the resignation of Supt. William R. Manning, and challengers in the board election next month place blame for school shortcomings on the present policy-making school board.

But other observers agree that the crisis is with the men and women "on the line," the principals, who are stretched the thinnest of all school officials. And matters seem likely to get worse before they improve.

Early Retirement Beckons

A new, more liberal law is making early retirement more inviting to principals, and the superintendent's reorganization plans are creating more than 20 "instant" new promotions which beckon principals growing weary of their increasingly tough jobs.

As principals are being hit by problems, few are being replaced — as was done at Kelly Miller Junior High last week. But officials at the central office, confronted almost daily by unhappy parents, are forced to run from one school to the other, shifting assistant principals to prop up harassed school administrations.

It all adds up to an administrative crisis that touches the children, parents and the teachers, creating a weakening front line in the District school operation.

A focus of the ensuing trouble since the opening of school has been the 40 secondary schools, where 22 of the principal

pals have been on the job about three years or less. They and other principals are backed up by assistant principals with relatively little experience.

As one top administrator put it, "Not long ago it was customary for assistant principals to get five to seven years experience before they became principals — now it's more like two or three years for persons of promise."

Trouble has not always followed the administrators with the least tenure and experience.

But running a school is not the job it was three years ago in the District. There was a time when many a principal could get by running a "tight ship," in a simple, direct way. He was the unquestioned boss of the faculty, he summoned timid parents to the school three times a year for PTA meetings, and the students feared him.

In his recently published book, "Danger in Washington," former Supt. Carl F. Hansen said principals once ran their schools like "fiefdoms," or little kingdoms.

Now the teachers have their union-won contract, parents believe the new gospel that says the neighborhood should control education and at least one board candidate is responding to student demands for a "Magna Carta" of student rights.

Principals Confronted

Many principals are confused by the new parade of parents to their offices demanding to know why windows are broken, why students do not have books, why classrooms are overcrowded, why programs are inadequate and why their children are not protected from bullies.

Students want to decide rules and policies which affect them most directly, and teachers insist that the principal quote chapter and verse of the contract before he lays down regulations affecting them.

The shifting of boundaries in the secondary schools caused more new tensions than any one suspected, giving officials more frustration, as well as new insights into the group dynamics which cause 2,000 students to get along smoothly or hardly at all.

Columbia University's A. Harry Passow, who conducted the much-quoted study of District schools, insisted that the first priority here should be "staff development." He repeated the opinion several days ago when he visited the city.

Staff development has commonly been interpreted to mean improvement of teaching methods, to make communication between middle-income teachers and low-income students more effective.

And school officials are becoming increasingly aware that the training of good administrators is desperately important — now. Such programs as sensitivity training for secondary principals conducted last summer are just the beginning. Persons should be given extensive training before they take on principalships — and the standard apprenticeship as an assistant principal needs re-examining. Such a program is planned, officials say, but is not yet under way.

As Manning begins to fill the supervisor positions about to be created, he may also find that he needs to reach down into the reservoir of 7,300 teachers and not just into the

principals' offices, as has been the tradition.

Five of his 11 high school principals were named since September 1967. Seven of his 29 junior high school principals were appointed during the same period. As the pressures grow, as the demands increase, many of the veterans will seek refuge in the new law that says principals may retire at 55 if they have 30 years' service. The ranks seem sure to become thinner.

When asked yesterday about his reorganization plans, Manning said he has postponed an announcement of new jobs, previously scheduled for this week.

Setup Restudied

He said he is re-examining the present organization at the 12th Street and Pennsylvania Avenue school headquarters to see if some new roles can be defined for some central administration personnel. This would lessen the number of people who might be drained from the field staff.

"I'm not worried about the top-level positions," Manning said. "But the lower-level appointments need close study and some reshuffling if we are to make best use of our manpower."

The school system, which showed a surplus in teachers last month (although it was short in some categories), has proven that it can "buy" teachers with its \$7,000 starting salary and a revitalized recruiting program.

But the price tag has not yet been determined on principals who know how to run the turbulent schools beset by constantly changing challenges.

THE EVENING STAR

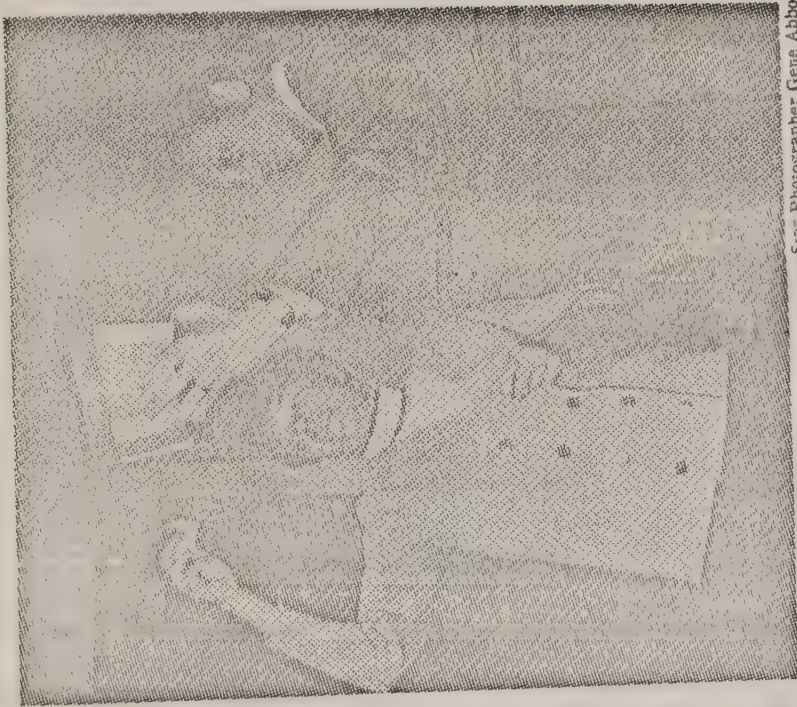
Washington, D. C.

Monday, October 7, 1968



—Star Staff

Council chamber at District Building swarms with school board candidates, whose place on November ballot was determined by lot today. Some protested the announced ballot procedures.



—Star Photographer Gene Abbott

Mrs. Delores M. Woods, a supervisor for the D.C. Board of Elections, pulls a ballot from a hat and gives it to Charles Mayor, chairman.

SCHOOL BALLOT POSITIONS

Candidates Blast Election Board

By RONALD SARRO

Star Staff Writer

A District Board of Elections meeting to determine the order in which the names of school board candidates will appear on the Nov. 5 ballot degenerated into pandemonium today.

The chaos overshadowed the drawing of lots and was indicative of a feeling that the elections board was being dictatorial.

After the drawing finally started, Democratic presidential candidate Hubert H. Humphrey and his running mate, Sen. Edmund Muskie, won the first spot on the ballot, with Republican Richard M. Nixon and Spiro T. Agnew second.

Drawing for the three at-large school board seats and 8 ward seats followed. Current school board member John A. Sessions

was drawn first among at-large candidates.

District Republican chairman Gilbert Hahn Jr., present for the presidential drawing, congratulated the Democrats on getting first spot, adding that Barry Goldwater had it here last time.

The Evening Star

Emphasis on Counting

On the unruly meeting, Hahn said "this is part of the elections board's problem — too much emphasis on the convenience in counting of ballots and not enough emphasis on the convenience of the voters."

Charles Mayer, elections board chairman, triggered the outbreaks from the assembly of most of the 63 school board candidates when he explained the procedure for passing out ballots to voters at polling places.

Mayer said there would be three different colored ballots, for President, at-large school

candidates, and ward school candidates.

In his explanation, Mayer apparently left open questions about whether voters would get all 3 ballots, or be able to decline taking some of the papers.

Then the yelling and screaming started. Jumping up in groups of as many as 15, the candidates accused the 3-member elections board of having closed their minds, being unaware of the District voting situation, and refusing to listen to the candidates, who have the most at stake.

Candidates Hurl Insults

The candidates hurled insult after insult at Mayer. But he only saw fit to answer one, saying he does not live in Maryland but is a third generation Washingtonian.

Mayer reminded the candidates that "it's our job to run the election." And at another point he urged the candidates to sit down, saying "If you don't have the drawing today, there might not be an election."

The group finally calmed down, after nearly an hour, when Dr. Robert Martin, another elections board member, took over the microphone, explained that Mayer's initial remarks may have been poorly phrased and misunderstood and emphasized "I'm sure the board will be willing to consider any suggestions made here."

His statements headed off a call by the Rev. Douglas Moore, an at-large candidate, for a walkout by the candidates and a return to the session later after they had formed a united front.

Order of Listing

The following is how school board candidates will be listed on the ballot as a result of the drawing:

AT LARGE

Dr. John Sessions, 658 Independence Ave. SE; Dr. Ellis Haworth, 4401 Davenport St. NW; Dr. Benjamin H. Alexander, 2522 South Dakota Ave. NE; Fredrick M. McCoy, 4018 Lane Place NE; Julius W. Hobson, 300 M St. SW; James A. Jackson III, 700 7th St. SW; Daniel Butler, 450 Riggs Road NE; Mrs. Anita F. Allen, 301 Oneida St. NE, and the Rev. Douglas E. Moore, 2628 Monroe St. NE.

FIRST WARD

Nelson C. Root, 607 Irving St. NW; Mrs. Ila L. Bullock, 1005 Kenyon St. NW; Edward J. MacClane, 1530 T St. NW; Emmett C. Anderson, 1612 V St. NW; Felix R. Aiken, 2821 11th St. NW; Eugene A. Thompson, 1749 Lanier Place NW, and Charles I. Cassell, 2900 Adams Mill Road NW.

SECOND WARD

John H. Treanor Jr., 1425 4th St. SW; Mrs. Evie M. Washington, 1535 8th St. NW, and William H. Conley, 1511 Q St. NW.

THIRD WARD

Samuel E. Eastman, 4448 Hawthorne St. NW; Donald J. Melvin, 4641 Greene Place NW; Malcolm M. Semple, 1508 33rd St. NW; Mrs. Susan Lieberman, 6451

Barnaby St. NW; Stanley L. Newman, 5739 Moreland St. NW; Dr. Peter G. Angelos, 1505 26th St. NW; Rardyl R. Tirawa, 2834 P St. NW; Albert A. Rosenfield, 6123 29th St. NW, and Irving A. Shiken, 3100 Abney Place NW.

FOURTH WARD

L. J. Warner Hagan, Jr., 1520 Farragut St. NW; Millard P. Neal, 2250 Sudbury Road NW; Mrs. Muriel M. Alexander, 1506 Hamilton St. NW; Chauncey S. Thomas, 1417 Newton St. NW; Mrs. Deborah L. Matory, 1645 North Portal Drive NW; George W. Mitchell, 2243 Sudbury Road NW.

FIFTH WARD

James Harris, Jr., 1606 King St. NE; John M. Thornton, 1736 Allison St. NE; Mrs. Martha S. Putney, 5408 1st St. NE; Jesse Jackson Jr., 3100 35th St. NE; Lee A. Satterfield, 5145 7th St. NE; Arrington L. Dixon, 1843 24th St. NE; Mrs. Mattie G. Taylor, 2307 Woodridge St. NE; Richard S. Bright, 226 Webster St. NE.

SIXTH WARD

Mrs. La Nita B. Proctor, 207 D St. NE; Mrs. Mary Ruth Lanier, 210 K St. SE; William H. Vines, 717 10th St. SE; Mrs. Martha S. Swaim, 649 Maryland Ave. NE; Mrs. Nadine P. Winter, 513 8th St. NE.

SEVENTH WARD

James E. Curtis, 119 36th St. NE; William Simmons, 4321 Barker St. SE; Melvin Moore Jr., 321 34th Place NE; John W. Burns, 5623 Eads St. NE; Eugene Q. Gordon, 1920 Naylor Road. Apt. 310, SE; John W. Holmes, Sr., 6322 Southern Ave. NE; Roy L. Ross, 1651 38th St. SE; Samuel L. Banks, 3735 Jay St. NE; Edward L. Hancock, 54 54th St. SE.

EIGHTH WARD

Welborn D. Daggett, 116 Elmira St. SW; Benjamin F. Davis, 1156 Eaton Road SE; Percy M. Battle, 1129 Chicago St. SE; the Rev. James E. Coates, 1210 Howard Road SE; Allwyn F. Crichtlow, Jr., 2312 Good Hope Road SE; Calvin W. Rolark, 524 Foxhall Place SE; and Edward E. Saunders, 58 Brandywine St. SW.

Blasts at Community Control, Hobson Mark School Forums

A blast against community control of schools in the District brought cheers last night at a forum of school board candidates from Ward 4 in Upper Northwest Washington.

Other meetings were marked by a dispute between the president of the Washington Teachers Union, William H. Simons, and a Ward 2 candidate and attacks on at-large candidate Julius W. Hobson.

"I didn't come to praise community control. I came to bury it," candidate Millard F. Neal told about 150 persons at a Ward 4 candidates' meeting at Takoma School, Piney Branch Road and Dahlia Street NW.

N.Y. Dispute Cited

He said community control could bring with it a school situation "similar to the one in New York City," where teachers are striking for the third time since school opened last month in a battle with a community school board in Brooklyn.

His remark evoked applause and shouts of approval from the audience. Ward 4 covers Upper Northwest east of Rock Creek Park.

Instead of community control, Neal said he favors the involvement of the entire city in improving the school system.

Two women candidates for the single Ward 4 seat on the 11-member board gave lukewarm and conditional approval to the community control concept.

Mrs. Deborah Matory said she "couldn't say she wouldn't back it," adding that she favors modernizing textbooks and school programs in low-income areas

as a means toward "more control in the community and more education."

A Central Board

For her part, Mrs. Muriel Alexander envisioned community school boards as bringing more citizen participation in planning school programs, but with major steps being "cleared by a central board."

Chauncey S. Thomas cited the controversial Tubman School as an example of "poor site selection" that could have been avoided if citizens had been consulted. J. Warner Hagan criticized the demolition of homes for the construction of Tubman.

The sixth Ward 4 candidate, George W. Mitchell, advocated a wage tax on commuters with the revenues "earmarked for the schools."

The criticism of Hobson, who is running for one of three city-wide board seats, came during a meeting of all nine at-large candidates at John Eaton School in Cleveland Park.

"He would be a dangerous man to have on the school board," Dr. Ellis Haworth, another-at-large candidate, told the crowd of about 50. He criticized Hobson as a man whose flamboyant statements would hurt the board in dealing with Congress.

Can "Earn" Home Rule

Board incumbent Benjamin H. Alexander supported Haworth's attack and urged that both he and Haworth be elected. Hobson had already spoken to the gathering and departed when the blasts came.

At a third meeting last night, nine ward candidates outlined

their programs in hopes of getting the endorsement of the Washington Teachers Union. The union will formally vote its support for candidates at a meeting Monday.

None of the candidates drew a response from union president Simons until Ward 2 aspirant John B. Treanor said the new school board can "earn" home rule for the District by proving to Congress that city voters elected a "dignified, human, responsive" body.

When Treanor finished his brief remarks, Simons rose and said: "We don't have to prove to anybody that we deserve home rule. We deserve home rule because we were born American citizens."

"We have to be realistic..." Treanor argued back. But Simons demurred again.

"No, we don't have to be realistic... This (home rule) is an inalienable right," Simons shot back.

The majority of the candidates agreed that D.C. teachers need better training and that the school system needs better management.

But, Eugene Q. Gordon, a candidate from Ward 7 in Far Northeast, pinpointed overcrowding as the chief school ill and called for a "massive building program."

Another Ward 7 candidate, Samuel L. Banks, also argued that the alleviation of overcrowding should be the top priority for the new board.

Evie Washington from Ward 2 said her residence in the inner city gave her a special qualification for the board. "In these troubled times, the board needs representation from the ghetto," she said.

School Board Race Heats Up, 800 Attend Six Meetings

The race for seats on the District's first elected school board, facing widespread citizen apathy a week ago, picked up steam last night with more than 800 persons attending six campaign gatherings across the city.

In the largest turnout, more than 350 persons jammed Truesdale School, 8th and Ingraham Streets NW, to hear five Ward 4 candidates and then to tour the school on a teacher-guided visit of classrooms.

In Ward 3, west of Rock Creek Park, about 200 citizens attended a campaign appearance by seven at-large board aspirants and another 100 heard Ward 3 candidates at a separate meeting.

Meanwhile, Ward 6 candidates faced their largest audience of the campaign as about 100 persons gathered at Peabody School, 5th and C Streets NE, for a joint PTA and campaign meeting.

Fireworks at Ballou

But the strongest fireworks of the night came at Ballou High School, where five Ward 8 candidates and about 15 citizens showed up only to find that the recreation department would not allow them to use the building.

No permit had been obtained for the meeting and the principal, John Carlo, had advised that the group be turned away, a recreation official said.

When the group finally talked its way into the school auditorium, 30 minutes late, the incident quickly became a campaign issue for the night.

"If the principal was interested and cared about the community . . . we wouldn't have had this problem," said board hopeful Calvin W. Rolark. He renewed his call for community-controlled schools.

Data Center Proposed

Allwyn Crichlow said the incident pointed up the need for "improved communications" in Southeast. He proposed a "center for coordination of information" which would keep citizens informed about all matters regarding the schools.

The candidates also dwelt on the problem of over crowding in Anacostia-Congress Heights schools, as Welborn Daggett called for a \$50 million program to build classrooms "because we are so far behind."

The Rev. James Coates said the District's 1985 development plan calls for 35,000 additional housing units in Anacostia "because the land is cheap over here." He demanded to know why the school system does not take advantage of the cheap land and build classrooms.

At the Ward 4 meeting, the large crowd cheered loudest when George Mitchell said: "We will no longer sit on our hands and forget that we are citizens of this community. We need someone who will demand equal education to the suburbs. That someone is me."

He criticized "the socialites putting themselves in a position to maneuver votes and get themselves on the school board," adding, "You don't have to be a social psychologist or a lawyer or a doctor to serve on the school board."

Another Ward 4 hopeful, Millard F. Neal, blasted lax teacher standards. "I know of no other country that would permit its children to sit and do nothing," he said.

For their part, Chauncey Thomas called for a crash reading program and J. Warner Hagan Jr. advocated a curriculum relevant to present problems and stepped up teacher training.

The Ward 6 candidates emphasized community involvement in school issues at their gathering, with Mrs. LaNita Proctor suggesting the use of student and parent advisory boards from each community to report school problems to the central board.

Powers Held Available

Mrs. Martha Swaim said that the school board already has "powers that it can use to give the community more power over its schools."

William Vines warned that if citizens want decentralization of the school administration they should first be sure that they have competent local school officials.

To educate the community on school issues, Mrs. Nadine Winter promised, if elected, to tell citizens about the school budget, the board itself and school problems.

At-large candidate Julius W. Hobson, vying for one of three citywide seats on the 11-member board, emerged as an issue at the meeting of Ward 3 candidates.

Malcolm M. Semple said that Hobson "can do this city no good . . . If you elect Hobson, you're through with education in this city."

But, Bardyl Tirana defended Hobson, saying he "has brought to the community an awareness that the school board has not been working anywhere" in the city.

Praised at Lincoln Junior

Hobson also was praised at a meeting of at-large and Ward 1 candidates at Lincoln Junior High School, 16th and Irving Streets NW. About 35 people attended.

Ward 1 aspirant Charles Cassell cited Hobson's efforts in the civil rights field, saying their ultimate effect was to help integrate area businesses.

Hobson himself drew applause at the meeting. And, at one point, he said: "If you want community control of schools, you literally are going to have to take control of the schools from Congress."

At the meeting of seven at-large candidates, Dan Rutter told the audience that his cam-

paign has been endorsed by 20 members of Congress. If elected, he said, "I will make each one of these members of Congress fulfill his promise to the D.C. public schools."

Questions on Manning

All seven were asked if they would work to fire School Supt. William R. Manning, but only board incumbent Dr. Benjamin H. Alexander stated unequivocally that he would. "If I am elected, based on what I know now, I would ask for his resignation," Alexander said.

Another present board member running for election at-large, Mrs. Anita F. Allen, warned the audience about the promises of non-incumbent candidates. "Those who have not been on the board can promise you more than those who have been because they don't know the frustrations in trying to make changes in the schools," she said.

The third incumbent running at-large, Dr. John A. Sessions, warned against the panacea of integrating middle class children with black children with the aim of letting white culture rub off on the black children.

"You may find that the worst, rather than the best, will rub off," he said. "Something better than teaching black children to be like white children" is needed in the schools.

Sessions said he opposes "integration where one culture swallows up another." He advocated "black awareness," saying it is not "a retreat from integration. It is necessary."

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The Washington Post

Voters' Guide

SECTION E

SUNDAY, OCTOBER 27, 1968

E 1

All Agree Change Is Needed

9 Seek At-Large Posts on School Board

By Susan Jacoby

Washington Post Staff Writer

The nine at-large candidates for the new School Board agree that changes must be made in the schools. But they disagree on what kind of change is needed and how it should be achieved.

It is difficult for the average voter to make an informed judgment about the candidates because many of them have not spelled out

what changes they want or how they would carry them

The most conservative position among the candidates has been staked out by Ellis Haworth, a 66-year-old retired D.C. Teachers College professor with a Ph.D. in chemistry from Johns Hopkins University.

Haworth, who is the president of the Friendship Citizens Association and was active in the D.C. Congress of Parents and Teachers for many years, has said public sentiment was "completely disregarded" in the boundary changes made to comply with Judge J. Skelly Wright's decision in the Hobson school case.

He says he would oppose any plan to decentralize the city school system and has called for strengthened reading and preschool programs.

The Republican Central Committee has endorsed him.

Julius W. Hobson, who brought the suit against the school system that ended in the decision abolishing the system of grouping students, has been one of the most outspoken critics of the schools for many years.

Hobson, a 46-year-old economist for the Social Security Administration, says he is run-

ning on a platform of "law and order in the schools—the Wright decision. The decision says the schools must provide equal educational opportunity for black and poor children, and that's my platform."

Hobson emphasizes, "I have been concerned with the schools for years—I'm not one of these people who are running for the School Board just because it's the only elected office around. It took five years to develop the school case, and I want to see that it means something for the children in this city."

He has been endorsed by the Democratic Central Committee, the Washington Teachers Union and the Committee for Excellence and Equality in Education, also called the Triple-E Committee.

Three incumbent School Board members—John A. Sessions, Benjamin H. Alexander and Anita F. Allen—are running for at-large seats.

As a Board member, Sessions has worked for major reforms in the schools. He strongly supported the Wright decision—a study he had done before he became a Board member served as part of the statistical basis for the case.

Sessions has taken a special interest in school construction and has worked with many community groups attempting to gain a voice in where new schools are built and what facilities are included in them.

He has drafted a bill, which he expects to be introduced at the next session of Congress, that would give the School Board power to determine spending priorities within the total allotment approved by Congress.

An education specialist for the AFL-CIO, the 49-year-old Sessions has been endorsed by the Democratic Central Committee, the Washington Teachers Union and the Triple-E Committee.

Mrs. Allen, 43, headed the Executive Study Group that drew up a plan to put into effect the proposals of the Passow Report on Washington's school system.

"I saw many of the recommendations of the study group voted down by a conservative Board," she says. "I want to serve on the new Board so all of the work the community put into this study won't be in vain."

Mrs. Allen headed a Board committee that proposed the appointment of William R. Manning as superintendent of schools. She later called for Manning's resignation on the grounds that he was not making changes in the schools quickly enough.

An official with the U.S. Office of Education, Mrs. Allen has been endorsed by the Teachers Union and the Republican Central Committee.

Alexander, the third incumbent, has stressed the need for "greatly improved discipline" and better reading instruction in the schools.

A chemist and administrator at the National Institutes of Health, Alexander supported the Wright decision and says he is committed to "improving education for all of the children of the city, white or black, rich or poor."

He opposed the track system because it "rigidly labeled" children, but favors ability grouping in classes. The Republican Central Committee has endorsed him.

The record of the incumbent School Board has been sharply attacked by the Rev. Douglas E. Moore, 40-year-old assistant director of the Shaw area project for the Rede-

velopment Land Agency.

Moore stresses his support for community control of the schools and says the system needs better business management in its budget procedures.

He has proposed that special classes be established for Spanish-speaking students and that a high school of the performing arts be opened.

"I'm running on a platform of ABC's," Mr. Moore says. "Make the administration accountable, stop budget bungling and end curriculum constipation." He has been endorsed by the Democratic Central Committee and the Teachers Union.

James Jackson, 35, has proposed that the school system

be divided into about eight subdistricts, each with its own superintendent, business manager, and advisory group of parents, teachers and neighborhood residents.

"We need some people with business experience to handle certain administrative and budget jobs," Jackson says. A pharmacologist, Jackson urges that the mandatory school-age attendance be lowered to 3. Jackson also says the curriculum should be "integrated" so it will be meaningful to all students.

Frederick M. McCoy, president and manager of Crusader and Dixie Cab Companies, says he is a "unity candidate and I think I can unify the

Board. We should have unity on the Board so we can throw our personal beliefs aside and get something done for the schools."

The 43-year-old McCoy says each school should have "a skilled school-parent coordinator—a person assigned to develop parent and school rela-

tions . . . to give parents and faculty new opportunity to express their concern about the children, the schools and the community."

Daniel Butler, 32, is an assistant documents clerk for the House Committee on Un-American Activities. Butler says he will devote most of

his efforts as a School Board member to improve relations with the Congress.

"I have received pledges from several Congressmen that they will work with me to see that the schools get their fair share of money," Butler says, "and I don't think any current member of the School Board has really tried to work with Congress."

22 School Board Candidates Back Urban League Platform

By JOHN MATHEWS
Star Staff Writer

With most of the more militant and the more conservative candidates withholding support, 22 of the 62 aspirants for seats on Washington's new school board have backed a platform developed by a Washington Urban League committee.

"There are no longer 62 candidates, there are now 22 candidates," said Mrs. Barbara L. Simmons, chairman of the committee that drew up a platform based on statements made by citizens and organizational spokesmen at 4 recent community meetings.

Candidates, who were given one week to approve the platform, are saying, "I am willing to be a responsible candidate, responsive to the electorate," Mrs. Simmons said. Those who declined to endorse the platform apparently want to operate as individuals on the new board, she added.

Three of the 9 candidates running for the three citywide seats to be contested Nov. 5 supported the platform developed by the league. They are Mrs. Anita F. Allen and John A. Sessions, both incumbent board members, and the Rev. Douglas Moore.

Others Spread in Wards

The other 19 candidates backing the platform were spread through the 8 wards, with at least one candidate in each ward.

The league-developed platform pledges candidates to "radically alter the quality of education" in the city.

On the key campaign issue of community control and decentralization of schools, the platform calls for a "substantial community and youth voice" in educational decisions and a community review board to hear parent and community grievances.

It stops short of a demand for local boards of education to operate schools, but binds candidates to "explore" the possibility of community control.

Candidates endorsing the platform also promise "to see that the entire curriculum is redesigned for the black urban community," to press Congress for fiscal autonomy for the school board and to support implementation of the Passow Report.

Hobson Boycott

Among the non-signers of the platform who are generally considered militant figures were Julius W. Hobson, an at-large candidate; Charles I. Cassell and Mrs. Ilia Bullock, both Ward candidates and the Rev. James E. Coates in Ward 8.

Hobson had said previously he was boycotting the Urban League platform committee because the league had prevented 1 of its officials from running for a school board ward seat.

Non-signers who lean towards a more conservative point of view included Ellis A. Haworth, an at-large candidate; Malcolm M. Semple in Ward 3 and Albert A. Rosenfield, a school board incumbent, also running in Ward 3.

The 4 incumbent in the race, Benjamin H. Alexander, said he approved "99 percent of the platform and couldn't go along with 1 percent and I was told I had to approve 100 percent or I couldn't sign." Alexander said the platform's support for school decentralization is "fooling the public" since Congress would have to pass legislation, which he will seek, to implement the policy.

Candidates endorsing the league platform in the wards are Eugene A. Thompson, Ward 1; William Conley and John H. Treanor Jr. in Ward 2; Peter G. Angelos, Mrs. Susan B. Lieber-

man and Stanley L. Newman in Ward 3.

Endorsed by Tirana

(Ward 3 candidate Bardyl Tirana said he also endorsed the platform but because of a mixup in getting a copy of the platform had not been able to notify the league).

Mrs. Muriel M. Alexander and Mrs. Deborah L. Matory in Ward 4; Richard Bright, James Harris Jr., Mrs. Martha S. Putney and Lee A. Saterfield in Ward 5; Mrs. LaNita B. Proctor and Mrs. Martha S. Swaim in Ward 6; Samuel L. Banks, Edward L. Hancock and Roy L. Ross in Ward 7, and Percy M. Battle and Calvin W. Rolark in Ward 8.

At the platform committee press conference yesterday, one of the candidates, Richard Bright, denounced both local political parties for endorsing "cronies" and not consulting the community like the Urban League had done. The Washington Teachers Union and the Triple E Committee also endorsed in a "cloak and dagger manner," Bright said.

Mrs. Simmons, the chairman of the platform committee, conceded at the press conference that some platform signers had taken positions in the campaign contradicting the principles stated in the document. She said such contradictions would be called to public attention.

The Urban League plans to mail the platform and the list of signers to its 20,000 area members.

23 of 62 Candidates Endorse Urban League School Stand

By Richard M. Cohen
Washington Post Staff Writer

Twenty-three of the District's 62 School Board candidates endorsed the Washington Urban League's education platform, the League announced yesterday.

The platform calls for implementation of the Passow Report, a "substantial" measure of community control and an "overhaul... of the elementary curriculum... to achieve relevance... for the black, urban community." It was written by a League committee after a series of public hearings.

The candidates who pledged themselves "to work for the implementation of its (the platform's) contents if elected," are a mixed group

who appear to have little in common.

Notably missing from the list of names given at the Urban League's headquarters yesterday was Julius Hobson, at-large candidate and the focal point of the Triple E slate, who said of the League: "As far as I'm concerned they can go to hell."

However, John A. Sessions, an at-large candidate, and two ward candidates, all of whom have the Triple E endorsement, pledged themselves to honor the platform.

The platform, more an expression of intent rather than a package of specific proposals, varied to a degree with the stated and written positions of some of the candidates who endorsed it yesterday.

Barbara L. Simmons, chairman of the League's platform committee, acknowledged that the candidates' endorsements were not always consistent with their own platforms.

"Signing it," she said, "means that they are willing to be held accountable for their actions."

Benjamin H. Alexander, an at-large candidate who did not endorse the League's platform, said he could not sign the pledge "even though (he) agreed with it 99 per cent."

"I was told I had to agree with the platform... 100 per cent or don't sign it," he said. "In reading it over I agreed with approximately 99 per cent. However, one per cent, the part pertaining to community control, I can not buy."

Those who endorsed the Urban League platform were:

- At-large: John A. Sessions, Rev. Douglas Moore, Anita F. Allen.

- Ward One: Eugene A. Thompson.

- Ward Two: John H. Treanor Jr., William Conley.

- Ward Three: Susan B. Liberman, Stanley L. Newman, Dr. Peter Angelos, Bardyl Tirana.

- Ward Four: Deborah L. Matory, Muriel M. Alexander.

- Ward Five: James Harris Jr., Lee A. Satterfield, Martha S. Putney, Richard Bright.

- Ward Six: Martha M. Swaim, LaNita B. Proctor.

- Ward Seven: Samuel L. Banks, Edward L. Hancock, Roy L. Ross.

- Ward Eight: Calvin W. Rolark, Percy M. Battle.

BOARD OF ELECTIONS DISTRICT OF COLUMBIA

OFFICIAL BALLOT

BOARD OF EDUCATION ELECTION—NOVEMBER 5, 1968

Candidates for Election—AT LARGE

Vote for not more than THREE (3)

- ☐ JOHN A. SESSIONS
- ☐ ELLIS HAWORTH
- ☐ BENJAMIN H. ALEXANDER
- ☐ FREDERICK M. McCOY
- ☐ JULIUS W. HOBSON
- ☐ JAMES A. JACKSON, III
- ☐ DANIEL BUTLER
- ☐ ANITA F. ALLEN
- ☐ DOUGLAS E. MOORE

BOARD OF ELECTIONS DISTRICT OF COLUMBIA

OFFICIAL BALLOT

BOARD OF EDUCATION ELECTION—NOVEMBER 5, 1968

Candidates for Election—SEVENTH (7th) WARD

Vote for not more than ONE (1)

- ☐ JAMES E. CURTIS
- ☐ WILLIAM SIMMONS
- ☐ MELVIN MOORE, JR.
- ☐ JOHN W. BURNS
- ☐ EUGENE Q. GORDON
- ☐ JOHN W. HOLMES, SR.
- ☐ ROY L. ROSS
- ☐ SAMUEL L. BANKS
- ☐ EDWARD L. HANCOCK

City Prepares for School Vote

Voters who live in Washington's eight wards will receive two ballots, one for the ward where they live and an at-large ballot

in the election Tuesday, Nov. 5, of School Board members. See the Voters Guide in Section E for complete information.

All Agree Change Is Needed

9 Seek At-Large Posts on School Board

By Susan Jacoby

Washington Post Staff Writer

The nine at-large candidates for the new School Board agree that changes must be made in the schools. But they disagree on what kind of change is needed and how it should be achieved.

It is difficult for the average voter to make an informed judgment about the candidates because many of them have not spelled out

what changes they want or how they would carry them out.

Among the most conservative positions among the candidates has been staked out by Ellis Haworth, a 66-year-old retired D.C. Teachers College professor with a Ph.D. in chemistry from Johns Hopkins University.

Haworth, who is the president of the Friendship Citizens Association and was active in the D.C. Congress of Parents and Teachers for many years, has said public sentiment was "completely disregarded" in the boundary changes made to comply with Judge J. Skelly Wright's decision in the Hobson school case.

He says he would oppose any plan to decentralize the city school system and has called for strengthened reading and preschool programs.

The Republican Central Committee has endorsed him.

Julius W. Hobson, who brought the suit against the school system that ended in the decision abolishing the track system of grouping students, has been one of the most outspoken critics of the schools for many years.

Hobson, a 46-year-old economist for the Social Security Administration, says he is run-

ning on a platform of "law and order in the schools—the Wright decision. The decision says the schools must provide equal educational opportunity for black and poor children, and that's my platform."

Hobson emphasizes, "I have been concerned with the schools for years—I'm not one of these people who are running for the School Board just because it's the only elected office around. It took five years to develop the school case, and I want to see that it means something for the children in this city."

He has been endorsed by the Democratic Central Committee, the Washington Teachers Union and the Committee for Excellence and Equality in Education, also called the Triple-E Committee.

Three incumbent School Board members—John A. Sessions, Benjamin H. Alexander and Anita F. Allen—are running for at-large seats.

As a Board member, Sessions has worked for major reforms in the schools. He strongly supported the Wright decision—a study he had done before he became a Board member served as part of the statistical basis for the case.

Sessions has taken a special interest in school construction and has worked with many community groups attempting to gain a voice in where new schools are built and what facilities are included in them.

He has drafted a bill, which he expects to be introduced at the next session of Congress, that would give the School Board power to determine spending priorities within the total allotment approved by Congress.

An education specialist for the AFL-CIO, the 49-year-old Sessions has been endorsed by the Democratic Central Committee, the Washington Teachers Union and the Triple-E Committee.

Mrs. Allen, 43, headed the Executive Study Group that drew up a plan to put into effect the proposals of the Passow Report on Washington's school system.

"I saw many of the recommendations of the study group voted down by a conservative Board," she says. "I want to serve on the new Board so all of the work the community put into this study won't be in vain."

Mrs. Allen headed a Board committee that proposed the appointment of William R. Manning as superintendent of schools. She later called for Manning's resignation on the grounds that he was not making changes in the schools quickly enough.

An official with the U.S. Office of Education, Mrs. Allen has been endorsed by the Teachers Union and the Republican Central Committee.

Alexander, the third incumbent, has stressed the need for "greatly improved discipline" and better reading instruction in the schools.

A chemist and administrator at the National Institutes of Health, Alexander supported the Wright decision and says he is committed to "improving education for all of the children of the city, white or black, rich or poor."

He opposed the track system because it "rigidly labeled" children, but favors ability grouping in classes. The Republican Central Committee has endorsed him.

The record of the incumbent School Board has been sharply attacked by the Rev. Douglas E. Moore, 40-year-old assistant director of the Shaw area project for the Rede-

velopment Land Agency.

Moore stresses his support for community control of the schools and says the system needs better business management in its budget procedures.

He has proposed that special classes be established for Spanish-speaking students and that a high school of the performing arts be opened.

"I'm running on a platform of ABC's," Mr. Moore says. "Make the administration accountable, stop budget bungling and end curriculum constipation." He has been endorsed by the Democratic Central Committee and the Teachers Union.

James Jackson, 35, has proposed that the school system be divided into about eight subdistricts, each with its own superintendent, business manager, and advisory group of parents, teachers and neighborhood residents.

"We need some people with business experience to handle certain administrative and budget jobs," Jackson says. A pharmacologist, Jackson urges that the mandatory school-age attendance be lowered to 3. Jackson also says the curriculum should be "integrated" so it will be meaningful to all students.

Frederick M. McCoy, president and manager of Crusader and Dixie Cab Companies, says he is a "unity candidate and I think I can unify the

Board. We should have unity on the Board so we can throw our personal beliefs aside and get something done for the schools."

The 43-year-old McCoy says each school should have "a skilled school-parent coordinator—a person assigned to develop parent and school rela-

tions . . . to give parents and faculty new opportunity to express their concern about the children, the schools and the community."

Daniel Butler, 32, is an assistant documents clerk for the House Committee on Un-American Activities. Butler says he will devote most of

his efforts as a School Board member to improve relations with the Congress.

"I have received pledges from several Congressmen that they will work with me to see that the schools get their fair share of money," Butler says, "and I don't think any current member of the School Board has really tried to work with Congress."

School Issues Blurred by Second Ward Lines

By Ellen Hoffman

Washington Post Staff Writer

When the D.C. Board of Pensions drew the boundaries of the Second Ward, it created a politician's nightmare.

The result has been an omalous campaign that ticks concrete issues and s attracted minimal public attention.

The winner of the Nov. 5 School Board race in that ward will be responsible to constituency that includes:

- The inner-city residents some neighborhoods hit the April disturbances.
- The racially mixed, relatively affluent "new South-east" of town houses and

News Analysis

stylish apartments in a showpiece urban renewal project.

- The public housing residents of Southwest.
- The high-rise and town house dwellers of Foggy Bottom.

Parents who live in Ward Two send their children to schools in the Model School Division, to the Southwest's controversial Tri-School, to schools in the Washington Integrated Secondary Education (WISE) program.

Three candidates are running for the ward seat. Two

of them—Evie Washington and William Conley—live in the inner city precincts.

The third candidate, John Treanor Jr., lives in Southwest.

There have been few campaign meetings in the ward. When the Democratic Central Committee asked all the candidates to speak last week, the audience consisted of six persons other than the press.

Part of the problem is that ward boundaries cut across the lines of organized civic groups. The Shaw area is split into Wards One and Two; Foggy Bottom reaches into Wards Two and Three.

The Southwest, where the proportion of registered voters is high and residents are politically experienced, remains intact. But even unified action by the precincts there—an unlikely prospect since the Tri-School experiment began—could not muster more votes than the inner city precincts. (Tri-School is a merger of three very different elementary schools. Syphax and Bowen had heavy enrollments of children from public housing projects. Amidon, which served the Southwest urban renewal area, was originally organized as a model school with a highly structured curriculum and great emphasis on academic performance.)

As in the other wards, the

candidates generally favor something they call "community control" or "community involvement" but have trouble explaining how the concept would work.

Conley, an organizer for the American Federation of State, County and Municipal Employees, would like to see elected or appointed neighborhood boards. He says the powers of these boards would have to be "worked out" with the Washington Teachers Union and the Board of Education.

Mrs. Washington, who is active in Shaw community activities, supports the approach taken by the Morgan Community School, with its elected neighborhood board.

Treanor, a lawyer, also supports community control "as soon as the Board has thought out the alternatives and problems so obviously connected to it."

In campaign appearances, Treanor tends to stress his background more than his platform. He constantly invokes John F. Kennedy, referring to his experience in various Kennedy family political campaigns.

Conley has argued that the Board should hire community residents as teacher aides, train them for several weeks and then place them

in schools where they can relieve teachers of some of their chores.

Community aides who know the youngsters might help reduce discipline problems in the schools, he argues.

The Tri-School experiment in Southwest—a subject of intense controversy when it was started—has not been an issue. The candidates have said that if elected they will visit the three schools and try to evaluate the plan's success.

Treanor has been endorsed by the Triple E slate, organized around civil rights activist Julius Hobson. Both the District Republicans and Democrats have endorsed Mrs. Washington.

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School Candidates Launch Personal and Racial Attacks

By Susan Jacoby

Washington Post Staff Writer

Several candidates for Washington's School Board leveled sharp personal attacks with racial overtones at each other yesterday before more than 1500 students at McKinley High School.

Eight of the nine at-large candidates for the Board appeared at an assembly that was followed by a mock student election.

Candidates James Jackson and the Rev. Douglas E. Moore criticized incumbent Board member John A. Sessions for holding a job with the AFL-CIO, where Sessions is an education specialist. All of the candidates present were Negro, except Sessions and Ellis Haworth.

Speaking to an audience composed almost entirely of Negro students, Mr. Moore described Sessions as "a union flunky . . . who doesn't see that your father gets into the union."

Jackson told the students, "The unions have locked you out, and then some great labor consultant comes along and says he's going to do something about your education."

Sessions Replies

Sessions replied, "The only union I have a vote in is the Washington-Newspaper Guild. That union voted last summer that evidence of nondiscriminatory hiring practices would be required as a condition of the Guild's support for other unions in their strike. I supported that position strongly."

The attack appeared to have been triggered by Sessions' statement at a meeting Wednesday night that Mr. Moore, Jackson, and candidates Daniel Butler and Frederick A. McCoy have "nothing in their previous lives that shows the faintest trace of concerns for the problems of the school system."

The students cheered wildly for Mr. Moore, Jackson and long-time school critic Julius W. Hobson. The three were top vote-getters in the students' mock election later.

Hobson declared after the meeting that

he did not want to be associated with the attack by Mr. Moore and Jackson on Sessions.

"I support John Sessions' candidacy strongly," Hobson said. "I think he's probably the most competent candidate running, and that includes me, too."

Same Backers

Hobson and Sessions are both running on a slate backed by the Triple-E Committee, a group that grew up around Hobson's candidacy. Sessions strongly supported Hobson's suit against the school system that ended the track system.

Hobson, Mr. Moore, Jackson and Sessions all called for more stress on Negro culture in the school curriculum.

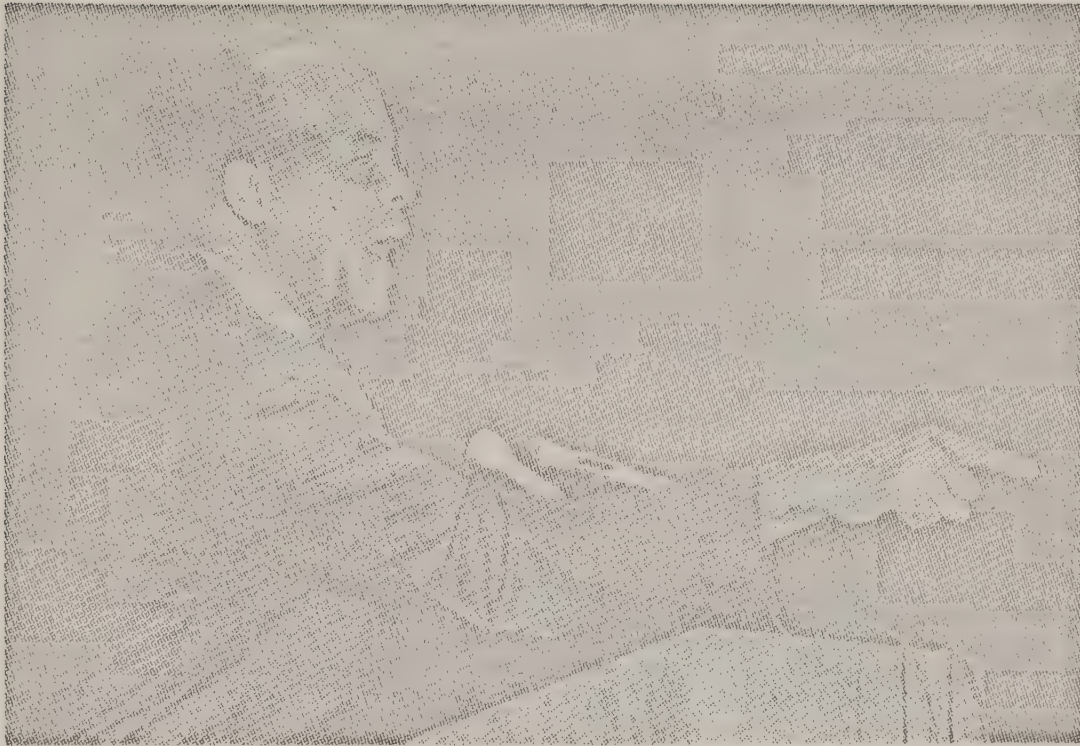
Mr. Moore noted that "every people has its own dog—Irish setters, Scotch terriers and so forth. But you'd never know that black people have a dog too—the basenji, a dog native to the Congo. You never see a picture of the basenji in your school books."

The students jumped to their feet after Mr. Moore's speech, raising their arms in the black-power salute made famous by ousted Olympic team members John Carlos and Tommie Smith.

Sessions noted that "integrated education is only possible between groups who recognize the validity of each other's cultures. For too long it has been assumed that the purpose of integration was to make black children act like middle-class white children."

Ellis Haworth, a retired D.C. Teachers College professor, told the students, "You have a responsibility that Negro people have never had before. You must be the custodians of the rights of the white minority in the District . . . the majority must protect the minority."

Incumbent Board member Benjamin H. Alexander responded sharply to Mr. Moore's comments. "I know that black is beautiful," he said, "but I know that white is beautiful, too. Anyone who says it isn't doesn't deserve to be on the Board of Education."



By Frank Hoy—The Washington Post

Julius W. Hobson speaks to students at McKinley High School.



By Frank Hoy—The Washington Post

Students line up for turn at the floor microphone during an assembly to hear School Board candidates.

"Let us not seek to satisfy our thirst for freedom by drinking from the cup of hate and bitterness"—MARTIN LUTHER KING JR.

Washington Afro-American



May we let our light so shine that it will illuminate that which is good and beautiful, and magnify our Father which is in heaven. May we stand strong and firm against despair, falsehood, rudeness, hatred, pessimism, and prejudice.—Carl Murphy, Editor-Publisher—1889-1967

4

NOVEMBER 2, 1968

School Board Choices

With a field of 62 candidates for the D.C. Board of Education's 11 seats, the public is hard put to make an educated decision on the best qualified candidates for the positions. The result will mean a lot of guesswork at the polls.

Because of the extreme cumber-someness of weeding out the qualified from the unqualified, the opportunist from the dedicated, the Washington AFRO-AMERICAN Newspaper suggests that in this first schoolboard election, voters select those candidates at-large whose public records have already been established and are available for scrutiny.

For this reason, we support three of the school board incumbents who are running at-large for election, not only because we are familiar with their positions, but because they have some experience with the issues, problems and needs of the school system.

It would be disastrous if all the present board members were to be swept out of office and replaced by a completely new Board of Education. In such a situation, we believe the new Board, of necessity having to look to the Superintendent of Schools and his staff for instruction, would either become the handmaidens of the school system's administrative staff or strike out in blind opposition to established policy without understanding what it is or why it is in operation. In either case, this would be intolerable.

The incumbents we support who are running at-large are Dr. Benjamin Alexander and Dr. John A. Ses-

sions. We do not support the candidacy of the third incumbent at-large who has shown a tendency to elevate personality differences over objectivity when confronted with issues.

Because of his dedication to correcting the inequities in the school system, we endorse the candidacy of Mr. Julius Hobson, who is also running at-large. Mr. Hobson has had more impact on our present school system than any outsider in remembrance and is more knowledgeable of the issues involved than any non-Board member around.

While we support Mr. Hobson, we disagree with the position he recently took opposing the Officer Friendly program which would permit policemen to conduct programs for school children. We hope, if Mr. Hobson is elected, he will concern himself with issues more crucial than this.

It is our purpose to lessen the gap between community and the police department, not condemn every effort in that direction.

Finally, while we feel that the communities in which they live are more knowledgeable than we are concerning the merits of ward candidates, we hope Albert A. Rosenfield will be supported by Ward 3 on the same grounds that we supported other school board incumbents, Messrs. Alexander and Sessions.

Except to say we find the candidacy of Mrs. Ilia Bullock, running in Ward 1 as the poor people's candidate highly refreshing, we intend to keep our noses out of other ward contests and hope the best man (or woman) wins.

The Evening Star

WASHINGTON, D. C., MONDAY, NOVEMBER 4, 1968

6 in School Race Back Free Busing for Pupils

Six candidates for election to the District Board of Education have endorsed a call by the Emergency Committee on the

Transportation Crisis for free busing for all District school-children.

Four of the candidates also endorsed the committee's stand favoring community control of school design and site selection, in a press conference held Saturday outside Lincoln Junior High School, 16th and Irving Streets, NW.

The Rev. Joe L. Gipson, who heads a subcommittee on mass transportation for ECTC, said the purpose of the press conference was to point up the connection between transportation and "tensions surrounding the schools," adding, "All tensions must be relieved to avoid strife in our city."

Unqualified endorsement of free busing was given by Ward 1 candidates Charles Cassell, Iliia Bullock, Edward MacClane and Eugene Thompson; Julius Hobson, at-large, and Richard S. Bright, Ward 5.

But only Cassell, Hobson, Bullock and Bright gave strong support to the community control notion.

Thompson, who lives near the Morgan Community School, said community control brings in "too many conflicting interest groups" and said he feels the central board ought to be the "responsible authority."

MacClane said he favors "community impact" on site selection, but no control over design and architecture.

R. H. Booker, chairman of ECTC, said he will show up "when the first gavel sounds" as the new school board meets. "We will work for the dissolution of the board if it is not relevant to the needs of black children."

The Evening Star

WEDNESDAY, NOVEMBER 6, 1968

School Board Confusion

Decisive results in the District of Columbia's 11-member school board race, with a single exception, will have to await runoff elections three weeks from now. And that fact, in our view, has more advantages than faults going for it.

The District's hard-pressed voters had confronted a confusing array of 62 candidates, a situation in which neither issues nor qualifications were easily defined. Runoff contests between only two candidates in each of the city's eight wards and, indeed, among only three candidates for two contested at-large seats, will present an infinitely clearer picture.

It is especially fortunate, in our view, that in a good many of these races there will be rather clear-cut choices between educational liberals and those

who lean toward more traditional, conservative views. For a balance of such ideological differences on the city's first elected school board is very much to be desired.

It appears almost certain that one at-large seat has been won by Julius Hobson, the educational iconoclast who was by all odds the best known of the 62 candidates by virtue of his free-swinging attacks on the present school system and his successful initiation of the J. Skelly Wright court decision. We had urged Hobson's rejection, as a force more disruptive than helpful to the orderly running of a school board. We tip our hat to him, however, as a campaigner—and it may be said that at least his presence will assure that no one at the new board's meetings will be apt to fall asleep.

Hobson Appears Only School Winner

THE EVENING STAR
Washington, D. C., Wednesday, November 6, 1968

By ERNEST HOLSENDOLPH
Star Staff Writer

Julius W. Hobson	60,842
Anita F. Allen	59,263
John A. Sessions	58,149
Benjamin H. Alexander	53,754
Douglas E. Moore	36,707
Ellis Haworth	31,516
James A. Jackson III	23,025
Daniel Butler	18,326
Frederick M. McCoy	17,696

Julius W. Hobson, a persistent critic of the District's educational system, yesterday was the top vote-getter among nine candidates for three at-large positions on the District's first elected Board of Education.

He appeared to be the only winner among the 62 persons seeking a seat on the 11-place board.

But his narrow plurality over Mrs. Anita F. Allen, Benjamin H. Alexander and John A. Sessions could be upset when more than 5,000 absentee ballots are counted, possibly by the end of the week, Charles H. Mayer, chairman of the Board of Elections, said last night.

Based on last night's final unofficial figures, Mrs. Allen, Alexander and Sessions — all incumbents — must compete in a runoff election Nov. 26 for the other two at-large positions.



MRS. ANITA F. ALLEN

Hobson, who outpolled his eight competitors in all wards except the racially and economically mixed Ward 2 and the predominantly white Ward 3, was jubilant after his victory.

"I'm so damned excited I really don't know what to say," Hobson said. "I'm flabbergasted."

Hobson, who would be the first District official elected in 95 years, interpreted his victory this way:

"It is a clear mandate from

the black community because they supported me, and the whites in Ward 3 rejected me."

But he added: "Regardless of that, my efforts in education will be to help educate all the children regardless of where they live."

Hobson said he will campaign for Sessions in the runoff, as well as Charles Cassell in Ward 1, John H. Treanor Jr., Ward 2; Bardyl Tirana, Ward 3; Edward E. Saunders, Ward 7, "and others."

For Hobson the election success was a vindication of his efforts to reform District education, including his successful court suit which abolished the track system.

"This vote is a complete repudiation of the power structure; it's a repudiation of those people who maintained the track system and an affirmation of Judge (J. Skelly) Wright's decree," he said.

Warning to Manning

"(Supt. William R.) Manning is going to have to cooperate with the new board or else we will get a new superintendent ... unless he does cooperate, I'll work to get rid of him," he added.

Asked whether, if absentee ballots deny him a clear victory,



JOHN A. SESSIONS

he would take a part in a runoff, he said, "With this kind of mandate, I have to run again."

Sessions also was hopeful last night that he too might obtain an outright victory when the absentee ballots are counted. Meanwhile, he congratulated Hobson and called his showing "a clear mandate for change in the schools."

Sessions said that despite the fact that three incumbents reached the runoff stage, "this

should not be interpreted as a vote of confidence in the present board."

He did not endorse his fellow incumbent candidates but said each "in his own way has been a force for change on the board."

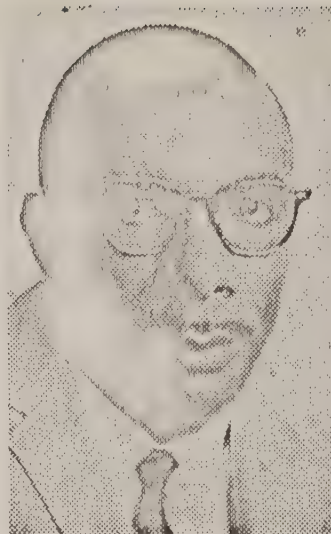
Hopeful on Absentees

He said he felt he might have strength among absentee voters because "they tend to be concerned people who do not vote at random — I think they will look sympathetically on my campaign."

Sessions ran strongest in Ward 3, where it had been thought he might suffer because of his endorsement and Hobson and his work in support of the Wright decision. Only Ellis Haworth beat him in Ward 3, and Mrs. Allen was close behind him.

Mrs. Allen, who could not be reached immediately for comment, was closest to Hobson in the balloting, although she failed to carry a ward.

Mrs. Allen, who has been a special target of Hobson, fared poorly in Ward 5, her home ward. But since she finished only 1,579 votes behind Hobson over-all, she may stand the best chance of overtaking him when absentee votes are counted.



BENJAMIN H. ALEXANDER

Hobson has filed a court suit contending that Mrs. Allen cannot legally sit on the school board because she is an official in the U.S. Office of Education, but the suit has not yet been heard.

Alexander, who also has been a target of Hobson, was sharply disappointed last night over his failure to score a clear victory, or at least to outdraw Hobson.

"I was just amazed at the re-

sults," he said. "I felt I had done a good job as a board member, but maybe I haven't done as good a job as I thought — in the light of the decision by the voters."

He said he would hold a strategy session tomorrow night with his campaign committee to decide how to continue his struggle for a seat on the board.

Congratulates Hobson

Alexander said he had given up teaching jobs at American University and in the Department of Agriculture to spend time on the campaign. He is principally employed as an administrator at the National Institute of Health.

"I congratulate Mr. Hobson," Alexander said. "Apparently the community has more faith in him than in us," he added.

Hobson had criticized Alexander as being too conservative and "unrepresentative of black people and their children."

Alexander made his strongest showing in Ward 3, the predominantly white ward, where he got 12,282 votes. He was second in Ward 3 and Ward 1, a light-voting ward which contains a high percentage of low-income residents.

Wednesday, Nov. 6, 1968

Run-offs Will Decide All 8

Ward Races for School Board

WARD 1

Cassell	2797
Roots	2378
Thompson	1690
Bullock	1670
Aiken	1395
Anderson	1178
MacClane	826
Total	11934

Two men of vastly differing viewpoints — an outspoken black militant and an old-line Negro community leader — will battle in a runoff for the school board seat from the District's inner-city Ward 1.

Charles Cassell, acting co-chairman of the Black United Front, led the field of seven candidates in the ward, gathering about 24 percent of the vote.

His opponent in the runoff will be Nelson C. Roots, a real estate and insurance broker who is a former president of the D.C. Federation of Civic Associations. Roots took about 20 percent of the Ward 1 vote.

The two rivals differ sharply on school issues, most notably on community control. Cassell is a strong supporter of the community control concept, while Roots favors an "advisory type of community participation."

The only white candidate in the field of seven, Eugene A. Thompson, ran third, drawing a heavy vote in the ward's white fringe along Connecticut Avenue NW.



Cassell

Roots

WARD 2

Treanor	5,669
Washington	3,585
Conley	2,290
Total	11,544

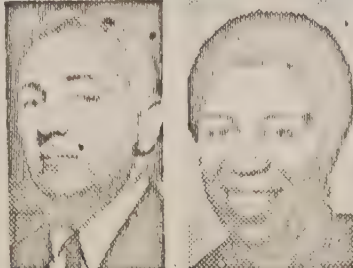
John H. Treanor Jr., the top vote-getter in Ward 2, narrowly failed to get a majority of the vote in his bid for a seat on the school board. But absentee ballots could hoist him into a majority and hence an automatic board seat, election officials said.

If the absentee ballots don't put him over the top, Treanor will be pitted against Mrs. Evie M. Washington in a runoff for the board seat from the city's most economically and racially mixed ward.

Treanor, an attorney, garnered 49 percent of the vote, falling short of a majority by only about 100 votes. He swept 9 of the ward's 11 precincts — showing especially well in two precincts covering the fashionable high-rise and townhouse section of Southwest Washington.

But he lost in the inner city in the home precincts of Mrs. Washington and the other Ward 2 hopeful, William H. Conley.

In the campaign, the three candidates differed little on school issues.



Treanor

Washington

WARD 3

Rosenfield	8,541
Tirana	7,858
Lieberman	5,020
Semple	4,172
Newman	3,797
Eastman	1,369
Angelos	831
Sirken	787
Melvin	463
Total	36,838

Incumbent Albert A. Rosenfield and attorney Bardyl R. Tirana ran away from the field in Ward 3, west of Rock Creek Park. But both fell far short of getting a majority, and will be opponents in a run-off election.

The run-off will pit one of the current school board's more conservative members, Rosenfield, against a young liberal, Tirana, who strongly defends activist Julius W. Hobson, who won an at-large seat on the board in yesterday's voting.

During the campaign in the predominantly white ward, Hobson emerged as one of the major campaign issues, with Tirana the only candidate supporting him. (In the at-large voting, Hobson ran fifth in Ward 3.)

In drawing about 23 percent of the vote, Rosenfield ran strongly in the northern residential areas of the ward. Tirana triumphed by a wide margin in Georgetown, where he lives.



Rosenfield

Tirana

WARD 4

Alexander	5949
Mitchell	4987
Matory	4545
Hagan	3401
Thomas	1815
Neal	1689
Total	22,386

Mrs. Muriel M. Alexander, a former junior high school principal, garnered the most votes in Ward 4 in Upper Northwest.

But she must face George W. Mitchell in a runoff. Mitchell, an

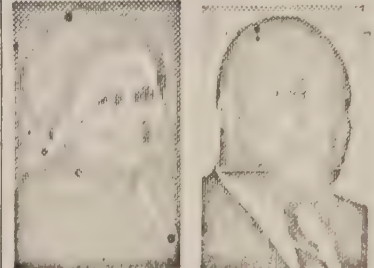
By FRED BARNES
Star Staff Writer

attorney, nosed out Mrs. Deborah Matory for second place in the balloting.

Mrs. Alexander was the top vote-getter in only four of the ward's 18 precincts, but she ran so well in most others that she managed to poll about 1,000 more votes than Mitchell.

For his part, Mitchell led in seven precincts, most of them clustered around Georgia Avenue NW. Mrs. Matory headed the field in four other precincts.

During the campaign, Mrs. Alexander, who taught in D.C. schools for 48 years, stressed parent participation in school programs and called for improved teaching of reading. Mitchell, 33, took a strong position against busing of pupils.



Alexander

Mitchell

WARD 5

Arrington L. Dixon	6,152
Mattie G. Taylor	4,760
Lee A. Satterfield	2,724
Jesse Jackson Jr.	1,849
John M. Thornton	1,650
Richard S. Bright	1,228
James Harris Jr.	893
Martha S. Putney	833
Total	20,089

The school board member from Ward 5 in Northeast Washington will be either a 25-year-old professor at the new Washington Technical Institute or a 36-year-old housewife who is an ex-D.C. policewoman.

Arrington Dixon, who teaches computer sciences at the institute, emerged as the top vote-getter in the largely middle-income and Negro ward. He captured about 30 percent of the vote.

His opponent in the Nov. 26 runoff will be Mrs. Mattie G. Taylor, a mother of two who is a community relations coordinator for the U.S. Employment Service. She formerly was a policewoman for six years. She took 23 percent of the vote.

The next two vote-getters were attorney Lee A. Satterfield and Jesse Jackson Jr., chairman of the Mayor's Committee for the Fort Lincoln Project. Both had been expected to run stronger.



Dixon



Taylor

WARD 6

Swaim	4,195
Vines	2,916
Winter	2,885
Proctor	2,631
Total	12,627

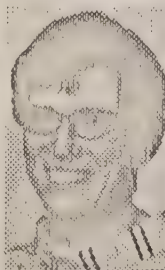
A strong showing in the Capitol Hill area helped to propel Mrs. Martha Swaim into a runoff battle for the school board seat from Ward 6.

But her opponent may be decided by absentee votes because two candidates were only 31 votes apart in the fight for second place. Absentee votes will be counted later this week.

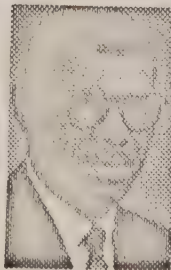
While Mrs. Swaim gathered about 33 percent of the vote, William H. Vines and Mrs. Nadine Winter each took about 23 percent. Vines, who is active in civic groups, held a slight edge.

Mrs. Swaim, whose husband is the secretary to the District City Council, collected 436 votes more than her nearest rival in one Capitol Hill precinct and also captured two others. She is regarded as a liberal on school matters.

In addition to Capitol Hill, Ward 6 covers most of Near Northeast below H Street and all of Near Southeast.



Swaim



Vines

WARD 7

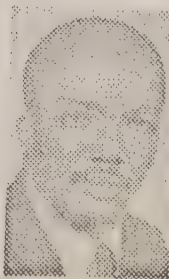
Burns	3,927
Hancock	2,555
Gordon	2,503
Moore	2,052
Banks	1,893
Simmons	1,834
Curtis	1,661
Holmes	1,284
Ross	1,245
Total	17,154

Voters in Ward 7 in Far Northeast widely divided their ballots among candidates for the ward's seat on the D.C. school board, failing to give any of them more than a quarter of the total vote.

Nevertheless, John W. Burns assured himself of a spot in the runoff by taking nearly 1,400 more votes than his nearest rival. Over the whole ward, he garnered 22 percent of the votes cast.

But, as in Ward 6, the battle for the second runoff spot may be decided by absentee ballots. Edward L. Hancock and Eugene Q. Gordon wound up only 52 votes apart, with Hancock holding the slim edge.

Part of the reason for the wide division of Ward 7 votes appears to have stemmed from the candidates' general agreement on school issues. Most pinpointed neglect of schools in the ward as the top concern.



Burns



Hancock

WARD 8

Coates	4,663
Saunders	2,935
Crichlow	2,145
Battle	1,755
Rolark	1,256
Davis	835
Daggett	455
Total	14,044

Ward 8, which encompasses the predominantly low income Anacostia-Congress Heights community, provided only slightly more than 14,000 votes for the school board candidates from their ward. It was the lowest ward turnout in the city.

But the majority of those who balloted for ward candidates sided with the better-known persons among the board hopefuls.

Winning a solid plurality and about one-third of the total vote was the Rev. James Coates, a community activist who is chairman of the planning council for the Anacostia Project.

In the runoff slated for Nov. 26, he will be vying against Edward E. Saunders, who is president of the Wahler Tract Civic Association.

Either Coates or Saunders led in all but one of the 14 precincts in the ward. Both piled up big votes in the more populated precincts.



Coates



Saunders

November 6, 1968

How We Did in the Area

WITH 62 candidates running for 11 seats on the D.C. School Board, it is hardly surprising that only one of them, Julius Hobson, running at large, apparently secured a necessary majority. Unless absentee ballots which are not yet counted, or successful challenges change the picture, there will be a run-off election on Nov. 26 for the two remaining at large seats and for each seat assigned to the eight wards.

That means the three runners-up to the controversial Mr. Hobson — incumbents Anita Allen, John Sessions and Benjamin Alexander, all three of proven quality — will contend for the two remaining at large seats, and the two candidates who polled the most votes in each ward will battle it out against each other in their respective wards.

What this means is that, having winnowed out the chaff, we will have a much better chance to study the remaining candidates in the next 20 days and to get to know them. The run-off should be no hardship to District voters who are beginning to like the novel and heady feel of going to the polls.

* * *

Focus Shifts to Issues In School Board Run-Off

By ERNEST HOLSENDOLPH
Star Staff Writer

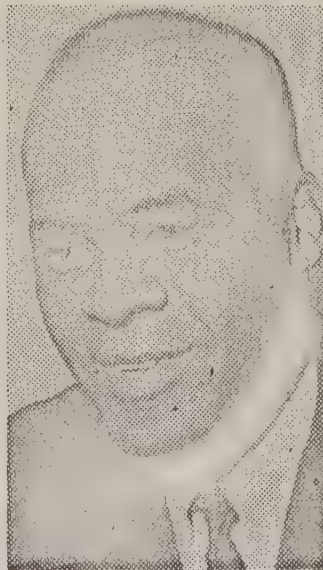
The easiest conclusion that can be drawn from the results of the virtually dry-run election of the District Board of Education is that voters picked the familiar names among the 62 candidates.

Campaigning apparently meant little, particularly in the at-large contest.

Julius Hobson, perhaps the best-known of them all, led the race on the strength of his heavily publicized court case, *Hobson vs. Hansen*, which overturned many school policies, caused weeks of public wrangling on the board and indirectly caused the superintendent of District schools to retire.

Hobson was the only candidate to win a school board seat outright. A run-off election is scheduled Nov. 26 for other top candidates.

Hobson selected the court suit as his "platform," and despite the fact that many middle-income white and Ne-



—Star Staff

JULIUS HOBSON
Victory Smile

gro parents opposed it and many other parents were upset by boundary changes that grew out of the case, the magic which the suit brought to

See SCHOOLS, Page B-7

SCHOOLS

Run-off Shifts Focus

Continued from Page B-1
the Hobson name apparently paid off in votes.

Three familiar incumbent board members, even though they differed—sometimes sharply—all found their way into the run-off. They are Anita Allen, Benjamin Alexander and John Sessions.

A gulf of 20,000 votes separated the top four from the Rev. Douglas Moore, a figure who is well-known in the Shaw area where he works, but apparently not well enough known elsewhere in the District to catch up with the incumbents.

Albert A. Rosenfield the only incumbent seeking a ward seat, led the Ward 3 competition.

Generally in the ward races, familiar neighborhood faces emerged among the winners, together with aspirants who, by hard work, managed to overcome their anonymity because wards are small.

Arrington Dixon, a young candidate who won a place in

the Ward 5 run-off, put it this way when he was trying to decide whether to run at-large or from his ward:

"I can count the votes in the ward, but I can't count them in the at-large race." Unknown at first, he did make himself known in his ward.

Familiar faces who were able to make the run-offs in the ward races included Nelson Roots, past president of the Federation of Civic Associations; William Vines, president of Southeast Civic Association; John W. Burns, a community organizer for the National Capital Housing Authority; the Rev. James Coates, long-time civic worker and leader of the community planning for the Anacostia Project this summer, and Evie Washington, who has been active in MICCO, the Shaw area renewal organization.

With the heavy field of candidates narrowed, there is a greater possibility that effective campaigning, rather than personalities, will make a difference, even though the

next election is less than three weeks away.

While it is difficult to measure the impact of endorsements on the candidates' success, it is noted that candidates endorsed by the Democratic Party survive in 7 of the 9 races—including ward competition and the at-large contest.

Hobson, who last night endorsed candidates in several run-off races, may or may not find that his brand of magic is not transferable. He hopes to help elect a board which is dedicated to basic change—willing to make a clean break from the past.

And what of Hobson now, following the apparent victory which surprised him perhaps more than anyone else in town?

After years of verbally assaulting the city's "pasteurized Negroes," by which he means the black middle class, he found himself leading Wards 4 and 5, the Upper Northwest and Upper Northeast strongholds of more comfortable Negro living.

Evening Star
Nov. 6, 1968

Until School Board Runoff, Hobson's the One

Win Pleases Track-System Foe

By Susan Jacoby
Washington Post Staff Writer

Julius W. Hobson—loner, adfly and persistent thorn the side of Washington school officials—was playing an unfamiliar role of victorious politician yesterday enjoying it to the hilt. "Actually, I was surprised won," said the Alabama-born Hobson, a 46-year-old economist for the Social Security Administration. He d his nearest competitor the School Board race by out 1600 votes.

"I think this shows the ack community agrees with my method of operation and wants more of it." Best-known for his successful suit that ended the ck system in the city's blic schools last year, obson is apparently the nly candidate to have won seat on the Board without runoff election. There is a slight statistical ance that the results ould be overturned by n-uncounted absentee bal-

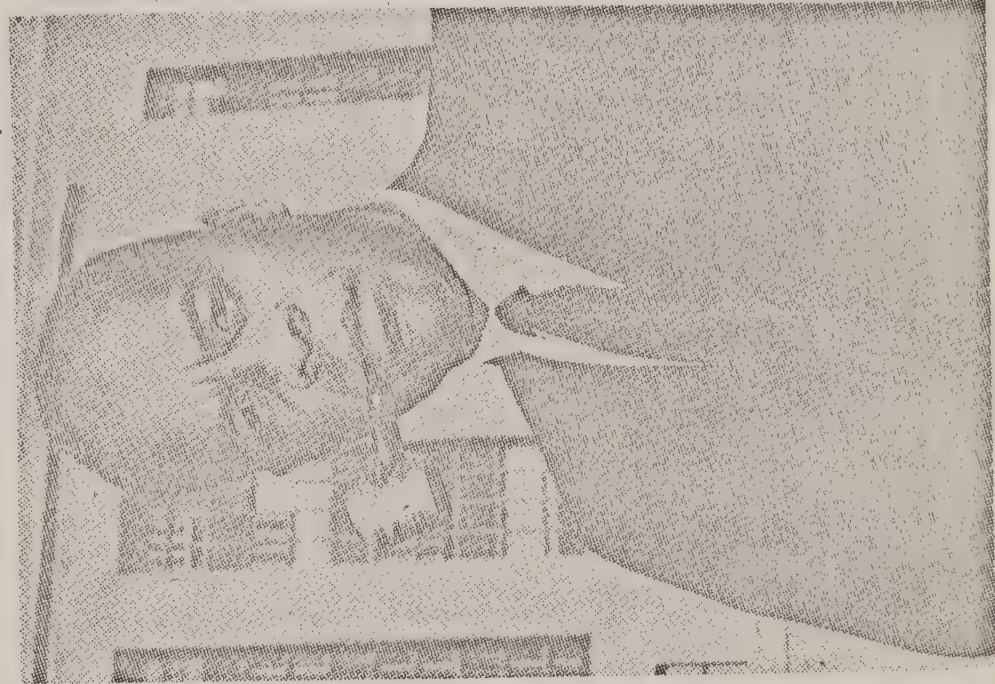
l. Hobson's "method of operation," which has included

everything from legal action against the schools to taking over School Board meetings, has made him one of the most controversial figures in the city.

His reactions to the election returns ranged from the abrasiveness that is well known to the public to the thoughtful analysis that is more characteristic of his private personality.

Some comments, delivered yesterday after the vote was counted: "We've got a one-man School Board right now. All in favor of firing Manning say 'aye'." (This tongue-in-cheek reference was to School Superintendent William R. Manning, who is out of town this week.) "I wouldn't say that Manning should or should not be fired now—but he's got to come out from incognito and start relating to the community. If he can't do that, I would be the first to call for his resignation."

"Seriously, I intend to be a positive member of the See HOBSON, CII, Col. 1



Associated Press
Julius W. Hobson: "The black community agrees..."

19 Face New Vote on Nov. 26

By Ellen Hoffman
Washington Post Staff Writer

Survivors in Washington's School Board election took stock of their prospects yesterday and prepared to face the voters again in the runoff Nov. 26.

Julius W. Hobson got just above one-sixth of the at-large votes cast, the figure necessary to escape the runoff.

The three incumbents in the at-large race—Anita F. Allen, John A. Sessions and Benjamin H. Alexander—each got just under one-sixth, and will have to fight it out for the two remaining at-large seats.

There may be as many as 5000 absentee ballots still to be counted. Board of Elections Chairman Charles H. Mayer said they will probably be counted Monday the day they are due. They could put one of the incumbents over the mark or less likely, put Hobson back in the runoff.

But Mayer noted that some voters who got absentee ballots may not return them, and that others may

vote only for President, as many voters did Tuesday.

The absentee totals would have to be drastically adjusted with Tuesday's pattern to cost Hobson his seat. Mrs. Allen was closest to outright victory of the incumbents Tuesday. She was only 617 votes short of the required number.

The only ward where the absentee ballots could avert a runoff is the Second, including downtown and Southwest, where John H. Treanor Jr., the front-runner, was 104 votes shy of the majority required Tuesday. His opponent in the runoff, if there is one, will be Evie M. Washington.

The candidates who made the runoffs in the other wards, with top vote-getters listed first, are:

- First: Charles I. Cassell and Nelson C. Roots.
- Third: Albert A. Roserfield and Bardi R. Tirana.
- Fourth: Muriel M. Alexander and George W. Mitchell.
- Fifth: Arrington L. Dixon and Mattie G. Taylor.

See SCHOOL, C11, Col. 3

Until Runoff, Hobson's No. 1

HOBSON, From C1

School Board, but things just can't operate the way they have in the past. Manning can't hand the Board a budget and expect to get our approval of it in 15 minutes, as he did this year."

• "I want to see implementation of community control of the schools. We have to evaluate projects like the Morgan School, see how they're working and whether we can spread them to other parts of the city. One thing the school system has to have is better evaluation of experimental programs to see what works and what doesn't. It's not enough to have a million experiments going—the thing is to see if they help kids learn and if they do, how to help other kids in the city."

• "I can't wait to start dealing with some of the bureaucrats in the school system."

Hobson plans to turn his immediate attention to getting John A. Sessions elected in the Nov. 26 runoffs as well as several ward candidates endorsed by the Triple-E Committee, a group that grew up around Hobson's candidacy.

Sessions is one of three incumbent Board members expected to compete for two seats in the at-large (city-wide) runoff. There will also be runoffs in each of the eight wards if the results are not greatly changed by absentee ballots.

The other two incumbents in the at-large runoff are Anita F. Allen and Benja-

min H. Alexander.

"I'm going to stump the city for Jack Sessions," Hobson said. "His election is very important." Sessions, the only white candidate in the at-large runoff, has been a consistent advocate of major reforms in the schools.

He and Hobson are longtime friends and worked together on a statistical study that later formed part of the basis for Hobson's suit charging that the school system was spending more money on schools in affluent neighborhoods than in poor ones.

Hobson led the candidates in every ward except the Third, west of Rock Creek Park, and the Second. The Second and Third wards are the only sections of the city where a majority of registered voters are white.

There has been great resentment against Hobson on the part of some whites because Judge J. Skelly Wright's decision in his suit ordered the schools to bus students from crowded Negro schools, mainly in Anacostia, to undercapacity schools west of the Park.

Hobson thought many upper-income Negroes would also vote against him because the Wright decision prevented many affluent Negro parents from continuing to send their children to schools west of the Park.

But he ran well in the Fourth and Fifth Wards, which have the largest percentage of middle- and upper-income Negro voters in the city.

Rivals Set For School Runoff

SCHOOL, From C1

Six: Martha S. Swaim and William H. Vines.

Seven: John W. Burns and Edward L. Hancock.

Eighth: the Rev. James E. Coates and Edward E. Saunders.

Endorsements did not appear to have much effect on Tuesday's results, but several of the major groups that made endorsements—the local Democrats and Republicans, the Washington Teachers Union and the Triple E Committee—indicated they may take an active hand in the runoffs.

In at least three of the wards the voters will have clearly diverse philosophies to choose from.

Cassell in the First, the central city, is co-chairman of the Black United Front and one of the city's leading civil rights militants. Roots, former president of the Federation of Civic Associations, is a moderate.

Rosenfield, the incumbent from the Third, west of Rock Creek Park, was one of two board members who voted last year to appeal the orders handed down by Judge J. Skelly Wright in the Hobson suit against inequities in the school system.

Tirana defended Hobson in the campaign that ended Tuesday.

In the Sixth Ward, Mrs. Swaim has advocated major changes in the school system. Vines has been more

The new Board will take office at noon on Jan. 27.

The Washington Post

AN INDEPENDENT NEWSPAPER

THURSDAY, NOVEMBER 7, 1968

PAGE A20

Back to School

It is significant that the one candidate who came home free in the School Board race is the man who has been loudest and busiest in the advocacy of educational reform over the past few years, Julius W. Hobson. He received 16.9 per cent of the votes cast for the at-large seats on the Board, just enough to save him from the runoff test which the three at-large contestants next in line must face along with the two top contestants in each of the eight wards.

In part, no doubt, Mr. Hobson's victory came about simply because he was better known than any of his rivals; in part, we surmise, it resulted from his long, persistent, energetic efforts to reform the school system in order to accord justice, real equality and improved opportunity to black children. He has been a roustabout fighter for reform outside the school administration. Now he will have to become a more disciplined fighter within the administration with all that this entails in terms of responsibility for policy and perform-

ance. We congratulate him warmly on a great opportunity richly earned.

Mr. Hobson has begun by an instant demonstration of readiness for teamwork that does great credit to his judgment and his generosity. He has announced that he will campaign throughout the city for John Sessions in the runoff election. Mr. Sessions, a Board incumbent, has thoroughly earned the confidence of all parts of the community by his lively, imaginative concern for the interests of school children. We hope, as we have previously indicated, that he will be elected and that Anita F. Allen will win the remaining at-large seat.

A runoff between the two top contenders will be necessary in every one of the eight wards. We shall have more to say about these contests later on. They offer clear choices between candidates of different educational philosophies; and they afford promise that a School Board of genuinely high caliber may be chosen. That is good news for the children of Washington and, indeed, for all the families that live here.

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GOP Policy On School Vote Scored

Shipley Says Public Misled In Choices

By Carl Bernstein

Washington Post Staff Writer

Republican National Committeeman Carl L. Shipley yesterday charged that the local GOP leadership "misled the public" by endorsing candidates in the School Board election.

Shipley, whose position was attacked by Gilbert Hahn Jr., chairman of the District GOP Central Committee, said the Party either should have selected its own candidates for the Board of Education or remained silent about the 62 candidates who sought election Tuesday.

Instead, the Committeeman said in a television interview ("Dimension Washington," WRC-4), the GOP endorsed candidates who "were not Republican choices."

"It is not wise to mislead the public that these are Republican choices," Shipley said.

Hahn, who succeeded Shipley as chairman of the Republican Central Committee here, said in a telephone interview that the Committeeman "is the only one in the Party who's saying we shouldn't be doing this."

The Party, Hahn said, gave "qualification endorsements" to candidates as "an aid to the voter."

In "a difficult situation like this, with 62 people running," Hahn said, "the public appreciated what we did."

Shipley reiterated his assertion that Mayor Walter E. Washington should be retained by President-elect Richard M. Nixon.

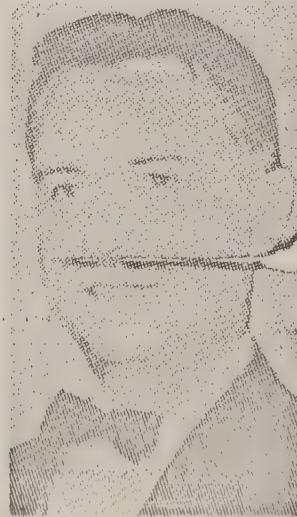
Hahn, who has urged that Washington be replaced by a Republican, declined to comment on Shipley's statement that "in a town that voted 80 per cent Democratic ... the mayor (a Democratic appointee) should continue."

"I daresay he's had his failures," Shipley said of Washington, "but on balance he has shown himself to be an outstanding Mayor."

If President-elect Nixon decides to replace the Mayor or if Washington declines to serve in a Nixon administration, Shipley suggested possible successors: Julian Dugas, director of the Department of Licenses and Inspections and a key aide to the Mayor; City Councilman William S. Thompson; attorney Barrington Parker and Norman O. Jarvis, an undertaker.

Shipley also commented that he was "very dismayed" with the outcome of the School Board election, particularly the success of Julius S. Hobson's candidacy.

Describing Hobson as "disruptive," Shipley said the winning candidate has "attended enough School Board meetings and broken them up to demonstrate his approach" to educational problems.



CARL L. SHIPLEY
... "very dismayed"

Student Boycott Advocated

By SIDNEY LIPPMAN

Students should boycott classes if their repeated complaints of inadequate books fail to get any results Third Ward school board candidate Bardyl Tirana said last night in a debate with his opponent Albert A. Rosenfield.

In answer to a question from the audience of about 120 at Wilson High School, Mr. Tirana said last year's teachers' strike had brought good results and that "students have the same responsibility (even) if that means marching out in front of the school."

Members of the mostly hostile audience repeatedly questioned Mr. Tirana about his stand in favor of community control of schools, his support of school activist Julius Hobson, the only member elected to the school board so far, and his championing of the Wright decision, which outlawed the track system and attacked discrimination in District schools.

"How can you support Mr. Hobson as Jesus when he has already said he is going to destroy Ward Three?" demanded one irate woman in the audience. "How can you support Hobson and the Wright decision with their emphasis on the poor and the black?"

Mr. Rosenfield, an incumbent, when asked about the Wright decision said, "We don't need a judge to tell us how to run a school system."

Although stoutly defending Mr. Hobson's sincere interest in

the school system, Mr. Tirana said that the two disagreed "on many things. Mr. Hobson is basically a traditionalist in education. I think what we need on the board of education is someone with a liberal to progressive view."

"If Mr. Hobson is sincere and is willing to work for all children he will never have any trouble with me," promised Mr. Rosenfield when asked about his stand on the controversial new school board member.

Audience members repeatedly applauded Mr. Rosenfield's statements. After Chairman Mrs. Gloria Roberts, president of the D.C. Congress of Parents and Teachers, had directed several questions at Mr. Tirana early in the meeting ignoring Mr. Rosenfield, Stanley Newman, a Third Ward candidate who was defeated in the Nov. 5 election, interrupted and said: "Madam chairman, I came here to hear a debate between Mr. Tirana and Mr. Rosenfield."

"You're out of order," yelled another audience member.

"Surely you don't object," said Mr. Rosenfield.

"Yes, yes we do," the audience shouted back. Mrs. Roberts made few additional comments during the meeting.

The two candidates in the Third Ward, which is the predominantly white area west of Rock Creek Park, will compete



Mr. Tirana Mr. Rosenfield

in the Nov. 26 school board runoff election. Nineteen candidates are seeking eight ward and two at large seats in that election.

School, Not Home, Decisive In Learning, Hobson Says

By WALTERENE SWANSTON
Star Staff Writer

A group of Washington area teachers and Julius Hobson, the only District school board member elected Nov. 5, indulged in some candid give-and-take on children, schools, and teaching yesterday.

Hobson, who spoke at a workshop conference sponsored by the Council for Exceptional Children, told the group:

"As a new school board member, my job will not be to make the teachers' jobs easier but to see that everybody's child gets the best public education.

"If, in the process, your job is easier, it will be a side benefit."

He said the school administration, the school board and the teachers are responsible for a child's education and said, "I will not lay the blame for a child who is poorly educated with his parents."

Asked About Changes

When he finished his speech, several teachers demanded to know what changes he planned to make in the school system.

He said: "I plan to see that every child attending school here knows how to read, write and do arithmetic."

One teacher asked:

"Are you telling us who have worked with children in the District schools that we are responsible for their not learning or being slow learners?"

His reply: "Yes."

An elementary school counse-

lor wanted to know if counseling on that level would be phased out.

He said that several job classifications which now exist would be studied to determine if they should be left, but that "no one will have his job phased out without due process, without the chance to say something about it."

Another teacher wanted to know just who Hobson would consult before making changes in school curriculum "if, as you say, you are not an educator and know little about teaching?"

He said that he had been in consultation with five expert educators around the country about the best way to educate children, and that he planned to be in contact with any of the parents and teachers who are interested in obtaining the best education for the children.

The school board is the only protection the children have, he said.

"You teachers have your union but the school board exists for the children," he said.

The teachers invited Hobson to speak about the grouping of children by ability in the classroom, a practice he has fought for years.

Hobson said that the children should be mixed culturally, racially and economically in the classrooms, since "children learn more from one another than they do from teachers."

Asked how he feels about community control of schools, Hobson said he wasn't sure what it meant.

He said he wasn't sure the school board could delegate control of the schools to the commu-

nities when the board itself does not have control of them.

At another workshop, Mrs. Margaret T. Jones, principal of the Bannockburn Elementary School in Montgomery County, said the experiment which moved 21 District children in the first, second, and third grades, into the predominantly white middle-class school is going well.

Though they have been in school only nine weeks, she said, they have been thoroughly accepted, participating in after-school and some weekend school functions, and have made friends.

At another conference workshop, Dr. Paul Cooke, president of D.C. Teachers College, said that a growing concern by the District government is enabling area institutions to meet their requirements for training teachers.

Through government funds, Cooke said, schools have been able to increase staff development programs and grant professors leaves with pay for study at other locations.

However, Cooke said teacher training programs need an overall look at their needs for improvement before they can be clearly evaluated.

"No one really knows the answer to our training program effectiveness because no one has really analyzed them," he said.

Hobson to Get Advice On School Changes

Julius Hobson said yesterday he plans a thorough study of alternatives to the track system before taking his school board seat, and said he will propose no personnel changes without "due process."

Hobson, the militant critic of the school system, who is the first man elected to the new School Board, strongly endorsed the candidacy of John A. Sessions, a current board member. But Hobson

said that because white voters in the Third Ward had attacked him, he was finding it difficult to convince Negro wards to vote for Sessions.

Hobson spoke to about 25 teachers and counselors at a workshop held at the Sharpe Health School by the D.C. Federation of the Council for Exceptional Children.

He said he will soon begin meeting with experts on ability grouping, educational test-

ing and textbooks to find the best ways of teaching classes containing students of varying ability.

In addition, he said, he expects the new School Board to meet separately with three representative bodies, composed respectively of students, teachers and administrators.

His main aim, he said, is to create a new school program that will "teach reading, writing and arithmetic."

Although he again criticized administrators and teachers for failing the city's children, he said he would move against none without "due process."

"If I go after anybody," he said, "I'm going to get the facts." He added that the surest way to put him on the side of School Supt. William R. Manning, whom he has often criticized, would be to deny him "due process."

Expressing unhappiness with some of the policies of the Black United Front in the School Board election, Hobson said he had told them he could not endorse their policy of supporting candidates because "of what they look like."

He said he had been fighting that kind of discrimination for 15 years.



By LeRoy Woodson—The Washington Post

Julius Hobson tells teachers and counselors about his plans when he takes a seat on the District School Board.

Light Turnout Is Expected for D.C. Election

By ERNEST HOLSENDOLPH
Star Staff Writer

Ten of the 11 members of the next District Board of Education will be elected Tuesday in what is expected to be a light voter turnout, falling far short of the 166,000 who voted Nov. 5.

The Tuesday election is a run-off made necessary when all

Ban on Party Endorsement in Run-off
Ruled Out. Page G-12.

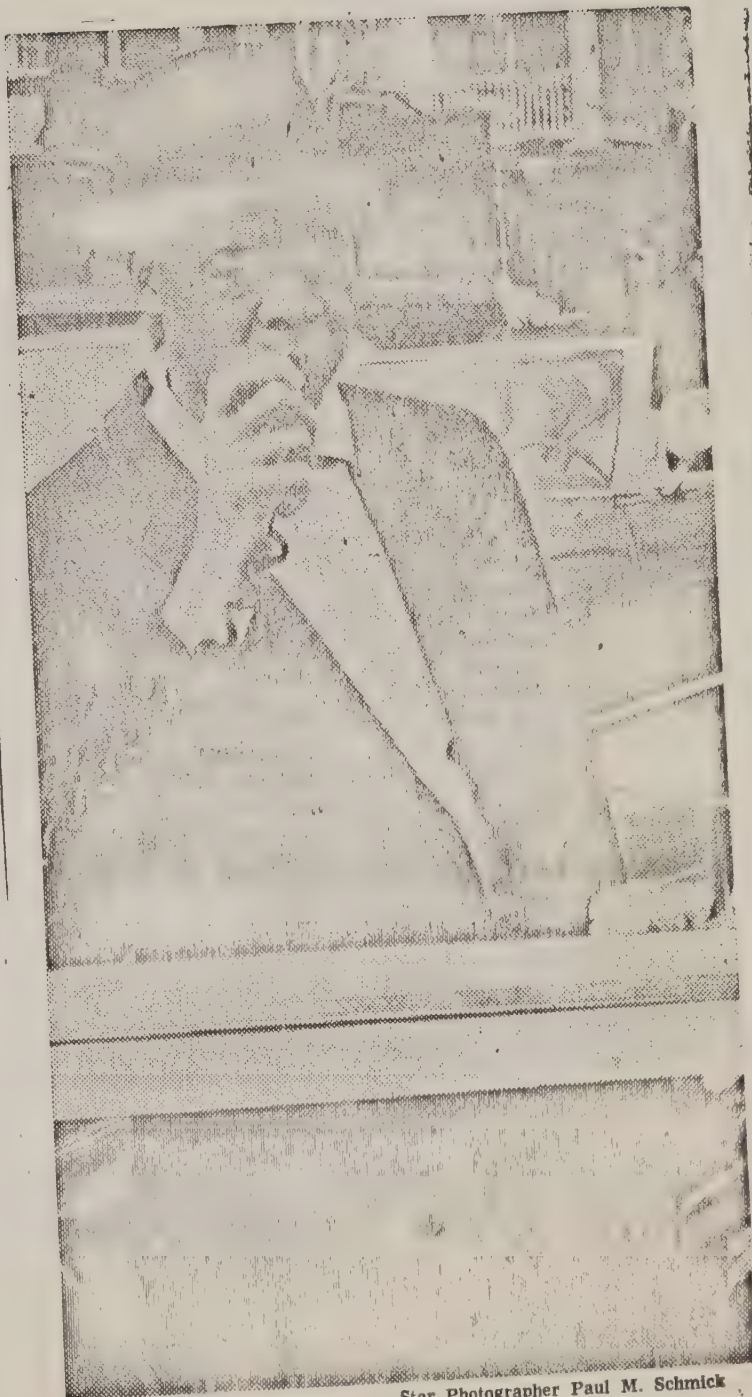
but Julius W. Hobson among 62 candidates failed to obtain a necessary majority.

Nineteen candidates are in the runoff—two in each of the eight wards and three who are competing for two at-large seats. Hobson holds the third at-large seat.

The same polling places will be used in the 128 precincts as were used Nov. 5. District and Federal government officials said that employees will have the usual privileges of getting time off to vote if they need it.

The candidates had a tough struggle trying to emerge from the crowded field Nov. 5 and it was anticipated that they would have an easier time getting their messages across in the brief run-off campaign because of the smaller number of candidates.

See SCHOOLS, Page B-4



—Star Photographer Paul M. Schmick

Julius Hobson urges a big vote.

SCHOOLS

Voter Turnout Expected to Be Light

Continued From Page B-1
Nevertheless, continued voter apathy has been reported.

The at-large candidates, John A. Sessions, Anita F. Allen and Benjamin H. Alexander, will have two television appearances today, at 11:30 a.m. on WRC and at 1 p.m. on WMAL.

Without the added attraction of a Presidential election, most observers are convinced that the turnout on Tuesday will be sparse. Since this is the District's first local election in this century, it is difficult to guess what will be the effect of a light vote. But in most cities a light vote usually makes party endorsements very influential.

The predominantly Democrat electorate of the District might be moved to follow the party endorsements. In the at-large race, these are Sessions and Mrs. Allen.

Those endorsed by the Democrats also include Charles Cassell in Ward 1, Evie M. Washington, Ward 2; Bardyl Tirana, Ward 3; George Mitchell, Ward 4; Mattie G. Taylor, Ward 5; Martha S. Swaim, Ward 6; and John Burns, Ward 7. No endorsement was made in Ward 8.

The campaign since the Nov. 5 election has consisted of less talk and more simple personal appearances at parties, shop-

ping centers and other public gathering places.

The candidates have found that many residents, even though they are parents of school children, know very little about the schools or the school system. Also, some residents see the elected school board members—especially the ward representatives—as potential trouble-shooters who will help the citizens deal with all District agencies, and not just work with school problems.

These expectations are likely to shape the office of elected school board member far more than the stipulations of the law. In practice the board members are likely to be true old-style wardheelers with a wide range of influence. Their potential power clearly has impressed the political parties, who are pressing their endorsements.

The voters answered a long-standing question Nov. 5 when they showed their support for Hobson. They could answer another, newer one Tuesday: his influence through endorsements of other candidates.

If Hobson gets his way, he will be joined on the board by a number of liberals, who together may have substantial impact on the school system.

Cassell, Hobson's longtime associate and co-activist, appears

to have a 50-50 chance against Nelson Roots in Ward 1.

In Ward 2, another Hobson ally, Treanor came within a whisker of winning the election in his ward, but it may have the miss as good as a mile. He seems to lead his opponent, Mrs. Washington, in a race where both candidates generally agree on the issues.

Ward 3 has a hot campaign, pitting relatively conservative incumbent Albert Rosenfield against 30-year-old Tirana, who calls for more dramatic action to improve the schools. It appears to be uphill for Tirana in the predominantly white ward which can be counted on to cast the heaviest vote Tuesday, thereby also having a large voice in the outcome of the at-large balloting.

Hobson has taken a special interest in Ward 5, where Arrington Dixon confronts Mrs. Taylor, a Hobson favorite. Mrs. Taylor has charged that Dixon is an agent of computer industry interests. Dixon this week said he has spent \$1,400 from his pocket and family contributions. He said he has obtained \$300 from public solicitations, mostly in small amounts and that he will disclose his campaign account in greater detail later.

Others endorsed by Hobson and the Triple E Committee in-

clude Mrs. Swaim in Ward 6, Burns in Ward 7 and Edward Saunders, Ward 8. Hobson said he also supports Muriel Alexander in Ward 4, though the committee made no selection there.

School Board Elections—Final Round

The second and final round of School Board elections will be held Tuesday. And Washington voters will have the opportunity to make a conclusive choice for the remaining ten seats on the Board. In the first round, Julius Hobson emerged as the only winner of one of the eleven seats. In our discussion of that election Nov. 5, we sought to advise the city's electorate about the at-large candidates. We did not direct our attention then to the other 53 candidates running in the city's eight wards because of the size of the field. But now that the city's voters have narrowed their choice to 19 candidates in the run-off election, we offer for what help it may be to readers our judgments respecting the rivals in each ward.

Incumbent School Board member John Sessions, an at-large candidate, has displayed a perceptive and passionate regard for the education of the District's children, black and white equally. He has been a tireless worker on the present Board, and has shown a steady devotion to education as an abstract value and to children as human beings. For these reasons, Mr. Sessions ought to be elected to the Board he now serves so ably.

Another candidate at-large and an incumbent, Anita Allen, also has been an able and conscientious Board member who has demonstrated a sensitive understanding of educational problems in Washington. Although this newspaper was critical of her role in selecting the present superintendent, Mrs. Allen has done much to deserve the confidence of the city's voters and ought to be returned to the School Board.

In discussing the ward candidates, a judgment is more difficult in some cases, easy in others. It seems clear that Charles I. Cassell, a candidate in the First Ward, deserves to be elected. Mr. Cassell, a member of the D.C. Citizens for Better Public Education and a co-chairman of the Black United Front, has displayed a more contemporary understanding of educational problems than his opponent.

It seems equally clear that Evie Washington deserves to be elected to the School Board by the voters of the Second Ward. Mrs. Washington, an antipoverty worker who has three children in the

public schools of her ward, will bring a much needed dimension to the new Board.

In Ward Three, Bardyl Tirana, a 30-year-old lawyer, has demonstrated despite his youth a progressive, innovative attitude toward school affairs. He would work more harmoniously with the rest of the Board than his opponent and would serve the whole of the District, as well as his Ward Three constituents, more effectively.

In Ward Four, however, neither candidate seems to have the requisite qualifications. It is impossible to recommend either one of them to the voters. Neighbors who know them personally will no doubt be better able to choose between them.

In the Fifth Ward there are two aggressive candidates, Mattie Taylor and Arrington Dixon, both of whom have qualities to recommend them to voters. Because of his youth—he is 25 years old—and the imagination he showed during his campaign, Mr. Dixon seems better qualified to bring freshness and vigor to the new Board.

Martha Swain in the Sixth Ward seems outstandingly qualified for Board membership. She has demonstrated a long and continuing enthusiasm for helping children and a constructive approach to school affairs.

Seventh Ward candidates Edward Hancock and John Burns both have experience and qualities that are attractive. It is difficult to choose between them save that Mr. Hancock has a more varied background in public and school matters.

The voters of the Eighth Ward also have two fine candidates, the Rev. James Coates and Edward Saunders. Both men have appealing qualifications. But of the two, Mr. Coates has more extensive roots in the Anacostia and far Southeast communities that comprise Ward Eight and seems therefore the better qualified.

That is our judgment. Now it is imperative that voters render theirs at the ballot box on Tuesday. The new School Board—the result of Washington's first experience in home rule since Reconstruction—will be dealing with matters that affect directly the most vital aspect of this city's future—its children. They are our most precious asset and hope.

Ball on Endorsements

In School Vote Voided

By Robert L. Asher

Washington Post Staff Writer

Candidates in Tuesday's School Board runoff elections are free to talk all they want about endorsements from the city's political parties, a Federal judge ruled yesterday.

Judge Howard F. Corcoran of the U. S. District Court here, issued an order tossing out a Board of Elections ruling that the candidates could not mention their political blessings in campaign literature.

Board Chairman Charles H. Mayer announced the now-void restriction last week, arguing as he has all season that the parties should keep hands off the "nonpartisan" Board races. The Democratic Central Committee took it to court Friday.

Judge Corcoran, who ruled in another case Oct. 31 that he felt political parties could "endorse freely" in the contests, termed the subsequent Board regulation both invalid and unenforceable.

Mayer had issued another regulation requiring all candidates to file with the Board copies of any campaign literature, with a promise to make public Monday who had and who hadn't—and what their flyers said or didn't say.

Bruce J. Terris, Democratic chairman, and his GOP counterpart, Gilbert Hahn Jr., promptly labeled it "censorship" and an attempt to intimidate candidates.

Democratic Central Committee members John W. Karr and David H. Marlin, party attorneys in yesterday's case, also challenged this ruling and won a clarification from the Court.

The requirement to file campaign literature is "reasonable," said Judge Corcoran, but the Elections Board may not use what's turned in or

comment on it "in any manner so as to influence the electorate or the outcome" of the elections.

Mayer said he still plans to make all filed literature public at 1 p.m. Monday, without opinion. Terris and Hahn said they now feel that it would be best if endorsed candidates complied by then, in view of the Court's finding.

The end of the dispute came as candidates scurried through the wards for parades, rallies and handshaking in the home-stretch of the three-week runoff campaign.

The one candidate who doesn't have to campaign any more—Julius W. Hobson, sole winner of a School Board seat in the first round Nov. 5—was among the most active, thump-

ing for nine candidates he'd most like to sit with.

At a morning press conference and a series of later appearances, Hobson plugged for election of eight candidates endorsed by the "Triple E" Committee that originally formed around his candidacy, and added his personal nod for another in Ward Four.

His favorite there, he said, is Muriel M. Alexander. Her opponent, George W. Mitchell, is too "conservative" and too much against Hobson, Hobson declared.

Whatever the outcome, he said, militants and others on the new Board must cooperate rather than "go after each other's throats while the children suffer . . . My image be damned."



By Ellsworth Davis—The Washington Post

Julius Hobson campaigns for a smiling Muriel Alexander in the Fourth Ward

Washington Post

Times Herald

WEDNESDAY, NOVEMBER 27, 1968

Phone 223

Mrs. Allen, Sessions Win School Race

SCHOOLS, From A1

months ago to have Mrs. Allen removed from office, charging that her job with the Office of Education is a conflict of interest with her position on the Board. That suit is still pending.

Sessions, the only white candidate in the at-large race, is a long-time friend and supporter of militant school critic Hobson. His close identification with Hobson probably won him votes in the predominantly white Third Ward west of Rock Creek Park, where he has been a powerful force in the general election.

Mrs. Allen outpolled Sessions substantially in the Third Ward. She also led the balloting by a slight margin in Wards 7 and 8 in Anacostia and in Ward 1.

Sessions led in Wards 2, 4, 5 and 6.

Three candidates who ran second in the general election

— Mrs. Taylor, Hancock and Nelson C. Roots — pulled ahead in one runoff. The low voter turnout may have been decisive in the outcome of these elections.

Voting patterns were difficult to distinguish in some areas. In Ward 1, Cassell, a militant black-power advocate, ran well in precincts with large numbers of white voters in the Adams-Morgan area.

Roots was strongest in precincts populated mainly by older, middle-income Negroes. The most easily distinguishable pattern was in Ward 3, where Tirana carried most precincts in Georgetown, where he lives, but Rosenfield led in nearly every area north of Georgetown.

About 1200 absentee ballots have been sent out, but it is unlikely they will change the outcome of the election. The ballots are due in by 5 p.m. Monday.

Also, several hundred ballots have been challenged and will be checked today.

The new Board will take office next Jan. 27.

Five of the members—two

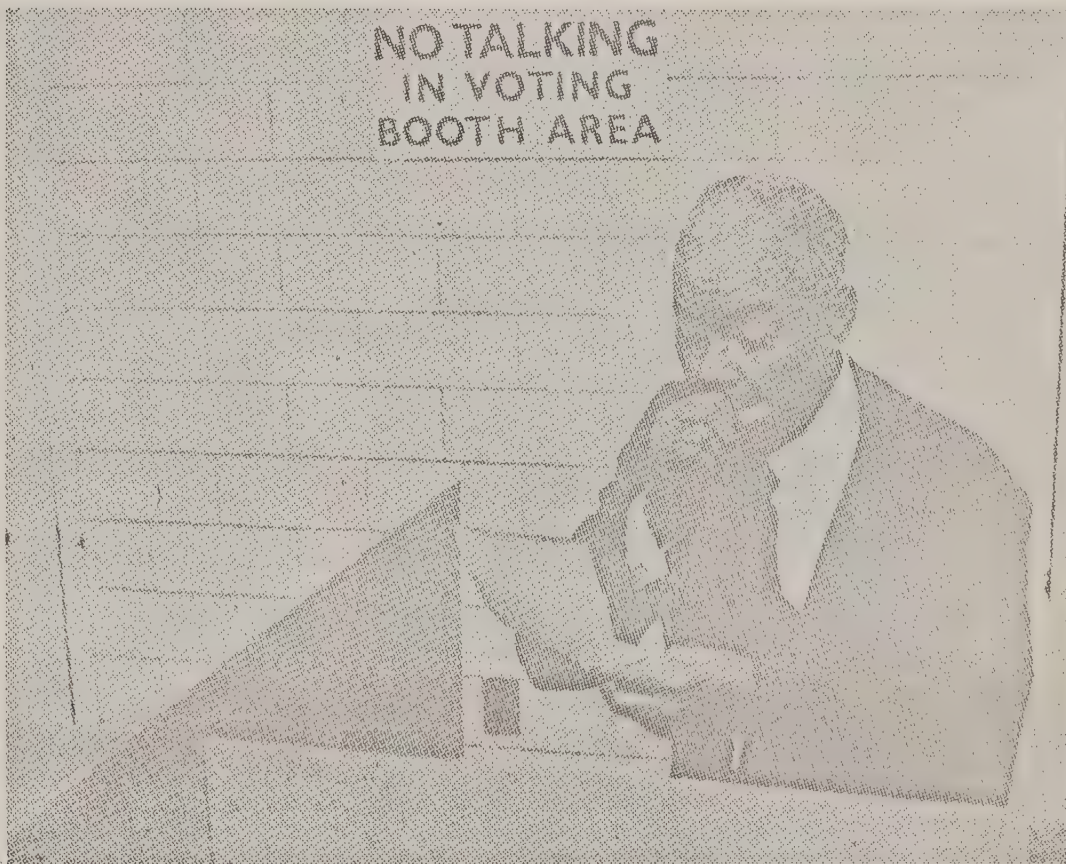
at-large and three from wards—will have one-year terms, and will have to face the voters again or step down next November.

The other six will have three-year terms, and will not be up for re-election until November, 1971.

The one- and three-year terms will be distributed by lot. All subsequent terms will be for four years.

The new Board will have no more legal power than its predecessor. It will have jurisdiction over educational policy but not over the school budget, which will still have to be sent each year to the Mayor, City Council, White House and Congress for approval.

The new Board may, however, turn out to have more political power than the old. Its members will be the city's



By Bob Burchette—The Washington Post

George D. Brown ponders ballot at J. O. Wilson School, 7th and K Streets ne.

D.C. School Board Results

(2 to be elected)				PARTIAL RETURNS	
	Allen	Alexander	Sessions		
WARD 1	1665	1222	1653		
WARD 2	1690	1102	1842		
WARD 3	6836	4813	5738		
WARD 4	1519	1276	1702		
WARD 5	1186	1037	1242		
WARD 6	743	516	777		
WARD 7	1010	813	956		
WARD 8	638	437	572		
TOTAL	15,287	11,216	14,482		

WARD RESULTS		(1 to be elected in each ward)	
WARD 1—All 12 precincts reporting.		Charles J. Cassell	1110
Nelson C. Roots	1303		
WARD 2—All 12 precincts reporting.			

John H. Treanor Jr.	1399
Evie M. Washington	1162
WARD 3—37 of 46 boxes complete.	
Albert A. Rosenfield	5182
Bardyl R. Tirana	4062
WARD 4—22 of 36 boxes complete.	
George W. Mitchell	1017
Muriel M. Alexander	1360
WARD 5—16 of 32 boxes complete.	
Mattie G. Taylor	1005
Arrington L. Dixon	871
WARD 6—12 of 24 boxes complete.	
Martha S. Swalm	721
William H. Vines	416
WARD 7—21 of 42 boxes complete.	
Edward L. Hancock	857
John W. Burns	626
WARD 8—14 of 28 boxes complete.	
Edward E. Saunders	388
James E. Coates	506

only elected officials, and it will be hard for the appointed Mayor and Councilmen to turn them down.

The 19 candidates in yesterday's runoff were the survivors from a field of 62 in the Nov. 5 general election.

Ward candidates had to get a majority to win Nov. 5, and at-large candidates had to get

at least a sixth of the votes cast.

The three-week runoff campaign generated relatively little public excitement, despite clear-cut differences between the candidates in some wards.

• CONTINUED

There were a few debates between rivals and several rallies, but most of the entrants relied mainly on flyers, mailings, telephone appeals and leftover public exposure from the general election.

The local Democrats and Republicans and such groups as the Washington Teachers Union, the Triple E Committee and the Baptist Ministers Conference again endorsed candidates.

The three at-large candidates ran less than 5000 votes apart Nov. 5, and all came close to the one-sixth needed to escape the runoff.

The ward candidate who came closest to a majority and outright election was Treanor, who was only about 100 votes short out of about 111,000 votes cast.

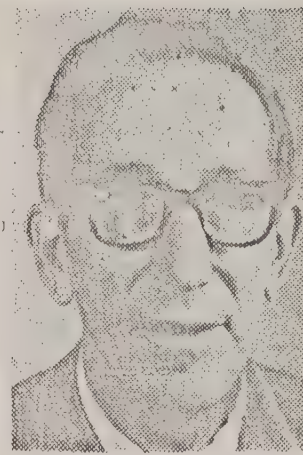
The Winners in Race for Seats on

City's First Elected School Board



Nelson C. Roots

Real estate and insurance broker, 63, former president of the D.C. Federation of Civic Associations, stressed the need for better discipline in the schools, opposed community control.



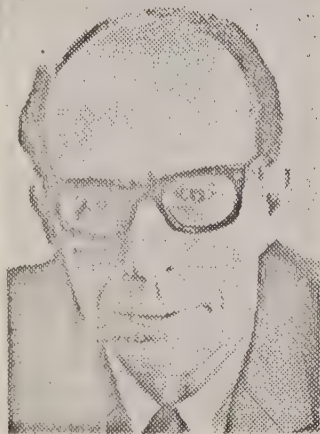
Albert A. Rosenfield

Grocer on Connecticut Avenue, nw., 57, a Board member who voted to appeal the Wright decision, has supported work-study programs for educating handicapped children.



Muriel M. Alexander

A founder and now a director of the Washington Urban League, taught in the public schools for many years and was principal of Kelly Miller Junior High, retiring last year.



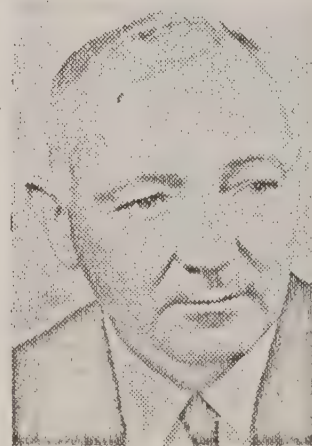
John A. Sessions

Has emphasized the need to make the schools more responsive to the community, is 49, has pushed for major reforms as a board member since 1966, is an education specialist with the AFL-CIO.



Anita F. Allen

U.S. Office of Education official, a member of present School Board, headed the Executive Study Group making a year-long study of ways to carry out the Passow Report on the city schools.



John H. Treanor Jr.

Lawyer who lives in the "new" Southwest, 38, favors a greater community role in running the schools but wants the new Board to "go slow" to insure the rights of teachers.

Anita Allen, Sessions Win In School Race

By Susan Jacoby
Washington Post Staff Writer

Anita F. Allen and John A. Sessions won the two at-large seats yesterday on the new District of Columbia School Board.

Other winners in the runoff election were Nelson C. Roots in Ward 1; John H. Treanor Jr., in Ward 2; Albert A. Rosenfield in Ward 3, and Muriel M. Alexander in Ward 4.

Mrs. Allen, an official with the U.S. Office of Education, was the leader in the at-large race. John A. Sessions, an education specialist with the AFL-CIO, was a close second.

Benjamin H. Alexander, a research chemist, was losing in every ward to Mrs. Allen and Sessions. All three are incumbent Board members.

Julius W. Hobson won a seat on the Board in the general election Nov. 5—the only candidate who garnered a large enough percentage of the vote to win without a runoff.

The voter turnout yesterday was extremely low. It appeared to be running less than 20 per cent of registered voters citywide, compared with about 75 per cent who cast ballots for school candidates Nov. 5. In the First Ward, which encompasses much of the central city, about 13 per cent of the registered voters cast ballots for their ward representative on the Board, compared with more than 65 per cent on Nov. 5.

Returns from other wards were as follows:

Ward 5—Mattie G. Taylor led Arrington L. Dixon.

Ward 6—Martha S. Swaim led William H. Vines.

Ward 7—Edward L. Hancock led John W. Burns.

Ward 8—The Rev. James E. Coates led Edward E. Saunders.

If the election results are unchanged by late returns, the new Board will have seven Negro and four white members.

It also appears likely that the Board will be split on many important questions of educational policy.

Candidates endorsed by the Triple-E Committee, which grew up around Hobson's candidacy, appeared to have won five seats, including Hobson's in the general election. Apparent winners last night were Sessions in the at-large contest, Mrs. Swaim in Ward 6, Treanor in Ward 2 and Mrs. Taylor in Ward 5.

The Rev. James E. Coates, who was winning in Ward 8, is also regarded as a proponent of major changes in the schools, although he was not endorsed by Triple-E.

In several wards, candidates who have called for sweeping reforms and expanded community control of the schools were losing to candidates who have supported more traditional policies.

They include Charles I. Cassell, who lost to Roots in Ward 1; R. Tirana, who was losing to A. Rosenfield in Ward 3; Burns, who was trailing Hancock in Ward 7, and Mitchell, who was losing to Mrs. Alexander in Ward 4.

Hobson filed suit several
See SCHOOLS, A8, Col. 1

CONTINUED

School Board Grants Rival Union's Plea

By CHRIS WRIGHT
Star Staff Writer

The lame-duck District Board of Education has reluctantly agreed to give the D.C. Association of Classroom Teachers a chance to challenge the Washington Teachers Union as exclusive bargaining agent for the city's teachers.

The board, reversing itself at the end of a meeting last night voted to give DC-ACT until Dec. 13 to prove it has the support of 30 percent of the city's teachers.

Earlier in the evening, the board had voted down a motion by Carl C. Smuck and Mrs. Ann H. Stults to give the union until Dec. 19 to furnish proof.

If the union comes up with the necessary 2,391 signatures, the board presumably would be obligated to call an election between the two groups.

Contest Frowned On

A contest between feuding unions during year-end contract negotiations appeared an unhappy possibility to board members and some newly elected incumbents denounced the move as an introduction to chaos.

DC-ACT, an affiliate of the 1.1 million-member National Education Association, contends that the WTU has been more active in consolidating its own position than in standing up for the teachers.

But William H. Simons, president of the WTU, a local of the 150,000-member American Federation of Teachers (AFL-CIO), has disputed the legality of DC-ACT's bid for the election. Should an election occur, he told the board, his union would win.

"We destroyed them before and we have no doubt we can do it again," he said.

John A. Sessions, a member of the old board who was elected to the new board Tuesday, said after the final vote that the teachers union could go as far as calling a strike next week to express its displeasure over the board's decision.

Sessions, an AFL-CIO education specialist, had opposed the measure from the start and had offered a motion to deny outright the petition of DC-ACT. Criticizing DC-ACT for not obtaining proof of its support before submitting its request for an election, Sessions accused the board of preparing to "call an

election every time it receives a letter from a teacher."

Sessions and other board members disagreed over whether DC-ACT had fulfilled the requirement of the National Labor Relations Board that a rival union "petition" for an election 60 days before a contract expires. Simons held the union had not truly petitioned to the board.

DC-ACT had submitted a letter requesting the election on Nov. 22. The current teacher contract expires Jan. 24 and negotiations are already under way between the administration and the teachers' union.

Terming the writing of a letter "a barbarous use of the word 'petition,'" Sessions told the board the word "meant that you go out and get sufficient signatures on a piece of paper to show you have the grounds to challenge the existing arrangement."

However, Milton Denbo, the board's counsel, explained that the word "petition" in the NLRB sense meant only a letter informing management of a union's desire to be recognized.

Called Bad Faith

Sessions condemned the motion to grant DC-ACT two weeks to get the signatures as "an extraordinary act of bad faith. I wouldn't wish this sort of chaos on the board of education to which I was just elected."

Denbo conceded that if the board opened the door to DC-ACT and the group found the necessary signatures, the board could continue to negotiate with the teachers' union but could not put any contract into effect until the election were held.

Should the board vote to deny DC-ACT's request, the new group's legal position was "not a very strong one," Denbo said.

"Nevertheless," he added, "they might cause you some trouble."

THE EVENING STAR

Washington, D. C.

Thursday, November 28, 1968

Broyhill Plans Bill to Give D.C. Schools Fiscal Freedom

By JOHN MATHEWS

Star Staff Writer

One of the originators of the concept of an elected Washington school board, Rep. Joel T. Broyhill, R-Va., says he wants the new board to be financially independent from both the city council and Congress.

Broyhill, a House District Committee member, said he intends to introduce in Congress early next year a measure that would give the newly elected board the power to raise its own revenues for operating schools and float its own bonds for school construction.

"Why should we look over their shoulders and examine their budgets?" Broyhill said yesterday.

Will Reveal Details

"This is an area where we can separate completely and entirely the federal interest and responsibility from the community interest and responsibility. The federal interest in District schools should be no more than it is in the schools of Arlington, Richmond or elsewhere."

Broyhill said details of his measure would be revealed soon. He did say, however, that the measure would include a federal payment in lieu of taxes, school board power to raise taxes and issue long term bonds, and a federal guarantee of the existing retirement system for

Board allows rival teachers unit to challenge union. Page B-1.

teachers and other school personnel.

Early this year, Broyhill, Rep. Edith Green, D-Ore., and Sen. Peter Dominick, R-Col., all proposed measures to give the elected board fiscal independence as the school board legislation was going through Congress. Their bills were lost in the shuffle as Congress concentrated on the elected board measure.

Mrs. Green's bill would authorize the board to levy real estate taxes up to a predetermined maximum percentage of the District's taxing power. Her bill also would permit the board to issue bonds for school construction with the approval of voters.

Clash With Council Seen

Several newly elected school board members have called for fiscal independence as a prime legislative objective. Without its own fiscal powers, members see an inevitable clash between the elected school board and the appointed city council and mayor, and eventually the Congress, over the funding of school programs and construction.

Yesterday, City Councilman Joseph Yeldell, chairman of the council's special committee on education, said he plans to call "as soon as possible" a meeting between the new school board members and the council.

Yeldell said he expected the council and the board could work cooperatively. The councilman has clashed repeatedly with

the present appointed school board over cuts made by the council in school programs.

"All I want the school board to do is determine what programs are most effective and to tighten up its management, instead of just adding on additional programs," he said.

Concerning fiscal independence, Yeldell said he thought the new board "may push for it, but in view of our problems in get-

See SCHOOLS, Page A-6

SCHOOLS

Broyhill Plans Bill For Fiscal Freedom

Continued From Page A-1
ting new taxing powers they are unlikely to get it."

Yeldell said he thought the new board was well balanced between members with differing viewpoints. With three incumbents on the board, the transition from elected to appointed board should be smoother, he said.

Broyhill declined to comment on the composition of the new board. He has frequently criticized Julius W. Hobson, the militant leader who was the top vote getter in the school board election and is likely to become the board's chairman.

Broyhill sponsored an amend-

ment in the last Congress, aimed at Hobson, that would withhold pay from any employee of the Department of Health, Education and Welfare charged with inciting riots or other civil disturbances.

The Broyhill amendment was introduced after Hobson, an HEW employee, led a school boycott on May 1, 1967. Hobson has been convicted on several charges arising from civil rights demonstrations.

THE EVENING STAR

Washington, D. C., Thursday, November 28, 1968

The Evening Star

WASHINGTON, D. C., FRIDAY, DECEMBER 6, 1968

'RAP SESSION' ON SCHOOLS

Hobson Tells Vassar Club

'What's Wrong...'

By CONSTANCE HOLDEN
Star Special Writer

Julius Hobson, newly elected member of the D.C. school board, conducted what was billed as a "rap session" with members of the local Vassar Club last night to find out "What's Wrong with the D.C. Schools."

Although cordial and communicative, Hobson held fast against attempts by a couple audience members to get him to admit there were some good things about the school system. But otherwise his listeners, Vassar graduates and a sprinkling of husbands meeting at St. Margaret's Episcopal Church, appeared to stand fully behind him.

Hobson, the only board candidate who won without a run-off vote, said that his new office would not tame his ap-

proach to the city's problems and that, if necessary, he would carry on the "loud, boisterous mountebank."

Asked if he planned to approach the House and Senate District Committees, which control school appropriations, "laterally, or with a frontal assault," he said a confrontation was probably inevitable. "The main obstacle is that we have never presented ourselves in a 'know-how' position," he said.

To get some know-how, he said he is leaving on a trip today to Newark, New York and Boston, to confer with lawyers, systems analysis people, and school decentralization specialists.

He emphasized repeatedly that the most important task was to stop the "systematic

destruction of black children" in Washington schools.

The Judge J. Skelly Wright

decision outlawing the track system was the first crucial step in this direction, said Hobson, but he feels it was undercut in two important respects by the Passow report on the District schools. He said the report contains recommendations against teacher integration and it suggests ability grouping which comes dangerously close to reverting to the track system.

Hobson took a firm stand against any grouping by ability, saying that it arbitrarily stole opportunities from some children. Further, he said there was no proof that bright children fared better when grouped only with other bright children. Several audience members disagreed.

Hobson stressed that neither separation nor commingling of

the races should be ends in themselves since, on the one hand, "we have no choice but to cooperate if we want to survive," and, on the other, upgrading of educational standards all around would have integration as a byproduct.

Hobson said that he supports the black power concept — "people who in 1960 were under the bed are suddenly finding themselves militant" — but he is opposed to its "trappings when they are in the form of African garb, bush hairdos, and calls for separate kingdoms. He said this behavior often constituted a "retreat" and a "rationalization to explain away our failure to do the job."

And he added, "If you want to get a job in a white economy, Swahili won't help you."



JULIUS HOBSON

Track System Used, Foes Say

By Ellen Hoffman
Washington Post Staff Writer

MINNEAPOLIS, Dec. 12—In their first joint appearance since they met in court in 1967, Carl F. Hansen and Julius W. Hobson agreed yesterday that the prohibited track system still operates in Washington schools.

Hansen, Washington's former school superintendent, said that, although the track system formally was abolished by court order, "like the ghost of Banquo it stalks about."

"Its demise has been a semantic one and its resurrection awaits a change of climate."

Hobson, newly elected to the School Board, responded: "There are outlaws in the District. My platform when I was running for the Board of Education was law and order."

"And I intend to couple that with poetic justice for every administrator who is practicing the track system under some other name . . . and I know some."

Hobson and Hansen delivered speeches before about 600 Minnesota school administrators here during a one-day conference on ability grouping.

Judge J. Skelly Wright's decree in June, 1967, proscribing the track system and other racial and economic discrimination by the Washington schools, resulted from a court suit brought by Hobson.

Hansen resigned his post as

school superintendent after the decision and is now awaiting a court decision on an appeal.

"I somehow get the impression that at this time the court is very wary about enforcing the decision," Hansen said. He declared that the changes prescribed by the court—including school buildings planned and located to foster integration—are impossible to enforce.

The former superintendent looked across the audience at Hobson and said: "I sometimes wonder if in his meditative moments Mr. Julius Hobson himself does not have some anxiety about the introduction of court management into school operations."

Hansen decided to appeal the decision, he said, because he believes it would result in court domination of the school.

But a University of Minnesota law professor, F. P. Schoettle, predicted that social science research similar to the evidence used by Hobson in his case against Hansen "will continue to be attractive to judges."

Hobson and Hansen also spoke on the subject of Hobson's political role in Washington.

"I am diametrically opposed to the process and manner of organization and techniques employed by people like Mr. Hobson," Hansen said.

Dog's Life Tougher If Fairfax Acts

Fairfax County's Board of Supervisors wants to add teeth to its dog control ordinances.

Under a new ordinance soon to be advertised, it would be illegal for citizens to own a dog "known to be vicious" or a destroyer of property.

If the ordinance is approved, violators would be subject to a maximum penalty of \$300 and 30 days in jail. The Supervisors will schedule a public hearing on the measure.

Describing his experience in leading a school boycott and breaking up School Board meetings, Hobson said "I've got to raise hell, got to be a thorn in the side of the bureaucratic system."

Hobson warned that as a Board member he will see that the track system is rooted out.

"There are those of us on the Board who are not so much of a gentlemen and a lady that it won't be business as usual," Hobson explained.

Hansen pointed to the controversy in Washington as evidence of high public interest in education and said, regarding Hobson: "I'll be interested in seeing what he does when he's in the driver's seat."

Hansen lamented what he called the present attitude of students who say to their teachers: "You have failed to teach me . . . you teach me or else."

He added, "education is becoming like a welfare program, but education is a work program."

Students Confront School

THE SUNDAY STAR

Washington, D. C., December 29, 1968

Board With Demands

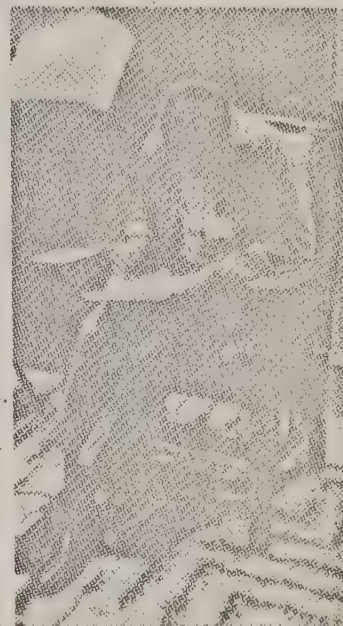
By ERNEST HOLSENDOLPH
Star Staff Writer

ANNAPOLIS— An unprecedented meeting between about 100 District secondary school students and members of the city's newly elected Board of Education had settled into a routine yesterday only to be startled by the demands of about 25 of the students, who called the whole thing a farce.

The 25, calling themselves the D.C. Students Coalition for Education Now, abruptly presented a list of 13 demands to the board members during the lunch hour and declared most of the subjects under discussion "trivial problems of little or no importance."

Despite the incident the conference finished on schedule.

The surprised gathering of students, board members and conference staff members was told by the leaders of the 25 that immediate attention should be given to curriculum changes to include system-wide provision of courses in African and Afro-American history and Swahili, supplementary texts in American history courses stressing black contributions, "modernized" sex education designed by students, more emphasis on black literature, dropping of required physical education, expanded after-school programs, clarification of student expulsion policies and closer ties

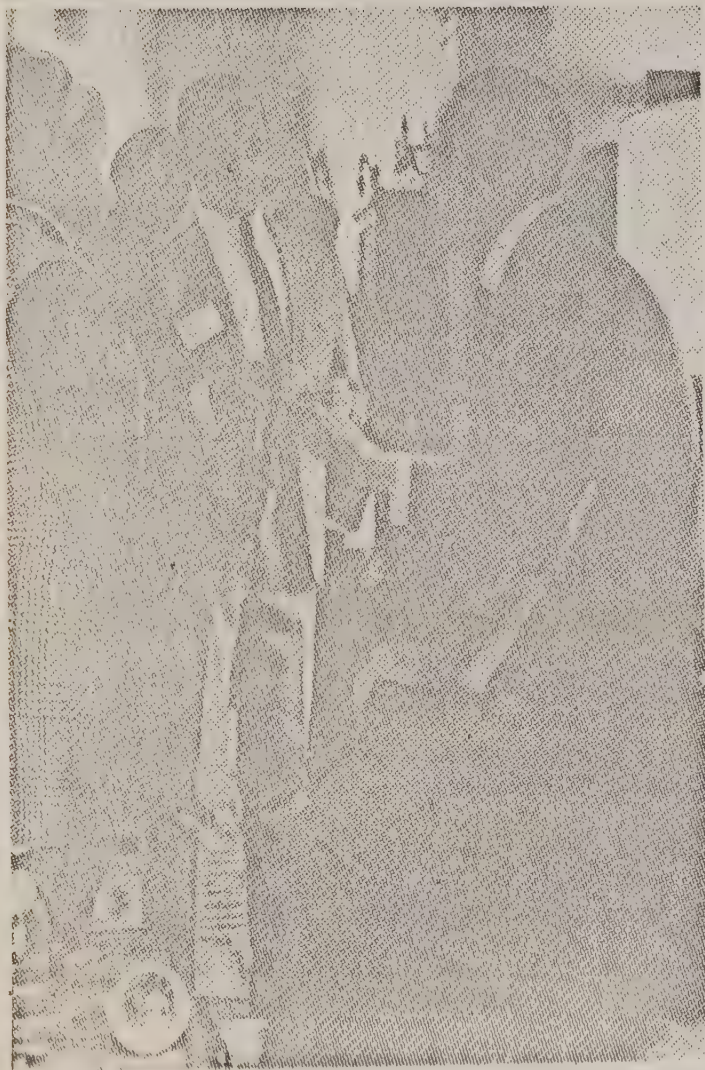


Arthur Persall checks notes in quiet corner.

between students and the school board.

"Ain't no more shucking and jiving (equivocation) around here—no more!" declared Steven Adams of the Eastern High School Freedom School. Adams, who prefers to be called Kuasi Abbabio, read the protest statement drawn up by the militant student caucus.

The five board members present were caught off guard by the demands. They were John A. Sessions, Julius W. Hobson, John H. Treanor



—Star Photographer Joseph Silverman

School board member Albert Rosenfield talks with students Jeffry Briscoe and Anita Davis.

Jr., Nelson C. Roots and Albert A. Rosenfield. Only three of the board members, including Anita F. Allen, showed up Friday, the first day of the 2-day conference at Manresa Conference Center here.

Sessions and Hobson immediately endorsed some of the demands, which the students said they wanted "2 weeks after the new board takes office."

"Frankly, I had the feeling that you were too modest in your demands," Sessions said.

To a large extent the complaints voiced by the students, who came from the District's 44 junior, senior and vocational high schools, were about "do-nothing" teachers, badly maintained buildings, hitting of students by teachers, inadequate course offerings at some schools and a generally unresponsive school administration.

Until yesterday the meetings had been conducted in 9 simultaneous workshops. The outburst yesterday came at the first general grievance meeting; another was held later yesterday afternoon.

During one of the workshop sessions, Roger Newell, a vice president of the Eastern Modern Strivers, declared:

"This whole country moves by pressure groups. What we (students) need is a separate board of education which speaks for the vested interest



Students and board members Julius Hobson (left) and John Sessions (right) listen to conference staff member Ruth Stack.

of students. We need the organization of a cohesive movement."

Other students voiced a similar call as Michael Blakey and Gerald Sanderson of Cool-

idge said a citywide student union is needed.

The conference had at least 90 percent Negro registrants. Some of the few white students—including Conrad Lower and Ricky Lyon of Western

—joined the call for a student movement.

"This is what I have been waiting to hear," Hobson declared.

"Much of what was said See RETREAT, Page B-3

was relatively unimportant—but those who have seen the discrimination of economics in the schools and the self-perpetuating establishment are on the right track. I want to work with these students."

One of the demands which Hobson clearly did not endorse, however, was the call for courses in black history.

"Separate black history can become a tissue of lies just like our all-white history," he told one workshop gathering earlier.

"We didn't build this country alone, but we had a part in it. History should reflect even-handedly the contributions of all of us."

'Taken for Granted'

A general complaint which ran through the conference was that teachers are not doing the job.

"They take us for granted," one Spingarn High girl said.

A girl from M. M. Washington Vocational High School said she complained about her "boring" English class and was told, "If you don't like the way I teach, then leave; go back where you came from."

A young man from Langley Junior High school said students are paddled there. Students from other schools also reported that they are struck in classes.

"You mean a teacher uses a paddle in a District school?" a board member asked.

"Well, not exactly," he said. "He uses a 2-by-4 as a paddle. He is not satisfied just hurting us—he makes us boys pull down our pants in front of the girls when he hits us."

Teachers' Union Cited

Other students said they want to see "good" teachers distributed equally around the system, "not just in the ivory tower schools," as one girl put it.

Willis Brooks of Eastern cautioned the students that they face a formidable task in working to change student-teacher relations.

"If you fight a teacher you go up against the union, a really powerful organization," he said.

"But we'll get further by not attacking personalities, instead sticking with the issues of poor and inadequate teaching."

Jeanne Walton, a union representative, deplored "the system whereby we, however much we dislike it, must fight at the expense of others." She added, "Many of us in the union are saying the union doesn't deserve all the power, but that we must all share it."

Roots, the new board member from Ward 1, considered to be relatively conservative, became a kind of target of the students.

Taking a tone which some students said they considered patronizing, Roots nearly caused the morning schedule of workshops to be disrupted.

"The students are important — that's why I'm here even though I don't feel well," he

said. "But they'll be talking different in five years, many of their attitudes will be changed."

A cross-fire of shouts followed his gentle admonition to the students to "trust us."

The students seemed miffed when he addressed them as "citizens of tomorrow" in the afternoon session and he was hooted when he said, "I know something about your problems."

Likened To Teachers

The students plan to follow up on the conference by trying to form a continuing organization to achieve greater student power.

Preston Wilcox, a university teacher and consultant on the subject of community-controlled schools in New York City, said during the conference that "many students are taking on the characteristics of the teachers they say they don't like."

"They talk increasingly about control, the strong teacher and so on, apparently not realizing that many choices should be left strictly to students and no one else," he said.

Ricky Lyon of Western congratulated his colleagues on their willingness to keep their case before the board and to carry it also to congressmen, but added:

"If you think the board is tough, wait until we tangle with hard heads like (Rep. John) McMillan and (Rep. William) Natcher."

Kenneth Hilliard of Cardozo seemed to strike a popular note when he asked, "Why do board members wait for us to come to them — why don't they come out and see what's going on for themselves?"

Wright Sees D.C. Bias In School Expenditures

By DONALD HIRZEL
Star Staff Writer

"Thus it appears to the court that the richest and whitest area of the city is being substantially favored over poorer and blacker areas."

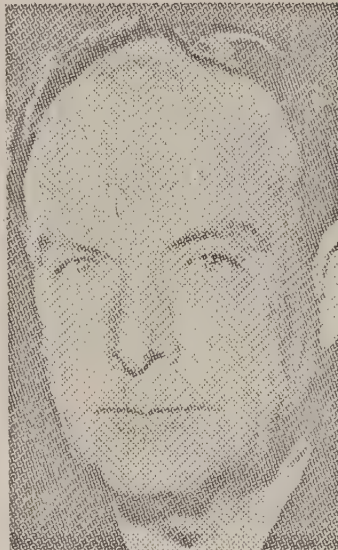
That is the heart of an order by U.S. Court of Appeals Judge J. Skelly Wright yesterday which gives the D.C. school board until Sept. 28 to show why pupils from poor sections of the city should not be bused to the more affluent schools west of Rock Creek Park.

"A prima facie case of violation of the 1967 decree (forbidding discrimination on the basis of racial or economic status) seems to have been made out," Wright, the author of the landmark 1967 decision, said.

Wright also gave the board until Sept. 28 to show why it cannot devise a plan to equalize within a 5 percent variation expenditures for teaching costs for fiscal year 1971.

The orders came on the heels of a request earlier in the day by the judge for additional statistics on the makeup of the city's public elementary schools.

Wright took the action after Julius Hobson, a former school board member who filed the



JUDGE J. SKELLY WRIGHT

complaint that led to the 1967 ruling, charged in a suit filed last May that the school board had not followed Wright's decree by halting de facto segregation in the schools.

Hobson's suit contended that segregation existed because more money is being spent on schools in the more affluent areas of the city than in the inner-city.

Hobson, commenting last night on the order, said he feels "vindicated... I am delighted."

Further Disparity

He said he has obtained new data the court might be even more interested in. He says it shows even more difference in per-pupil expenditures in affluent areas as opposed to poorer ones.

"I think the school board is actually in contempt of court," Hobson said. He indicated he may initiate further legal action.

See WRIGHT, Page A-6

if there is no satisfactory resolution.

Hobson said the situation has been perpetuated as much by middle-class blacks as whites. "You have more of a class difference here than a racial one," he said.

Thinks Hobson's Right

In the busing order, Wright strongly indicated that he thinks Hobson's earlier allegations are correct.

Wright wrote that his 1967 court order forbade "discriminating on the basis of racial or economic status in the operation of the... public schools."

At that time he found there was substantial inequity in per-pupil expenditures among the city's public schools, and that it was "the predominantly white, high-income areas west of Rock Creek Park which benefited from this inequality."

He wrote yesterday that the court had assumed "that compliance with other items of the 1967 decree would have the secondary effect of equalizing over-all resource distribution... The court deferred any more specific remedy for the inequality in per-pupil expenditures."

He said the "... best data now available... indicates that

there still is a substantial differential in per-pupil expenditures which favors the elementary schools west of the park.

"The area west of the park is the richest in the District. The elementary school population in that area is also the whitest in the city."

According to figures filed with the court by the school board, he noted, the over-all white population of the city's elementary schools had declined to 5.6 percent of total enrollment in 1970.

However, 10 of the schools west of the park still have an average white enrollment of approximately 78.5 percent, while only one other elementary school in the District has a white majority.

31 Percent Difference

The schools west of the park in fiscal 1970, he wrote, had an average per-pupil expenditure of \$769 out of regular funds. The citywide average was \$485.82—a difference of 31 percent.

Wright said the board's sample from low-expenditure schools included such overcrowded schools as Congress Heights and Annex (178.1 percent of capacity) and Young (155.5 percent of capacity).

As a result of these preliminary findings, Wright issued the order to the school board to give reasons why pupils should not be bused from low-income areas to schools west of Rock Creek Park.

On the issue of teaching costs, the judge noted that the school board reported a disproportionately large share of the most highly paid teachers on the faculties of schools west of the park.

"Although (the school board) is making a good faith effort to spread the most highly paid teachers throughout the school system, they report that this is a point not immediately within their control and that for the court to order absolutely equal distribution of highly paid teachers would be unduly burdensome," he wrote.

Wright said while the court recognizes "the force of this contention, it also notes that teachers' salaries account for the largest category of regular funds expenditures, and that good teaching is the heart of any school program."

Parents Challenge Shift of Students To Deal Jr. High

By Gayle Tunnell

Washington Post Staff Writer

A group of Gordon Junior High School parents has begun a court challenge to the assignment of 60 seventh graders, 37 of them white, to predominantly white Deal Junior High.

The students involved are last year's sixth graders at Mann Elementary School in Spring Valley and at Hearst Elementary School in North Cleveland Park.

In July the Washington school board amended a plan that would have sent them to Gordon, which is predominantly black.

The Gordon parents' motion, filed Thursday in U.S. District Court, seeks to enjoin the board from sending the pupils to Deal rather than Gordon because such assignment violates a 1967 decree by Judge J. Skelly Wright banning "racial and economic discrimination in the city's public schools."

Last year, Gordon, which is in Georgetown, was 54 per cent black. Deal, in Upper Northwest Washington, was 60 per cent white, the only junior high school in the city with a white majority.

The Gordon parents are also seeking a temporary restraining order that would send

the students to Gordon rather than Deal when District schools open next week.

In the motion, the plaintiffs contend that assigning the 60 pupils from affluent areas to Deal rather than Gordon enhances segregation, enables influential and affluent white children to "escape" a predominantly black school, and increases the likelihood of continuing white escape from Gordon.

In addition the plaintiffs contend, the assignment plan will increase overcrowding at Deal so that it will be operating at 113 per cent of capacity.

Gordon, on the other hand, will be at 94 per cent capacity, increasing the likelihood that black students from other overcrowded areas of the city will be bused in, further upsetting racial balance.

Although the Hearst and Mann students were assigned to Gordon under a new cluster plan for junior high schools considered in July by the Washington school board, the board switched these elementaries to Deal at the behest of board member Albert A. Rosenfield.

Rosenfield said he was under heavy community pressure to get the change made.

Hartman on Hobson

I am sorry that Mr. Hobson sees no connection between the Clark plan and Judge Wright's impending order to equalize teaching costs in D.C. public schools. The connection, which was what my article was all about, is that if teaching costs are rigidly equalized—school by school—it will be difficult, impossible or unwise to introduce an incentive pay plan such as Dr. Clark proposed. Differentials in cost (which now may be indefensible) would have to be allowed under the Clark promotion plan since they would reflect differences in the academic performance of children.

If attention is ever focused, as it should be, on the equalization of outcomes in the schools, we may find that that goal requires more to be spent in low-income areas (out of local as well as Title I funds) than in more affluent ones.

Mr. Hobson's single-minded pursuit of equalizing inputs—dollars—may have been enough in 1967. Now the time has come to focus on equalizing outputs (academic achievement) rather than inputs. The Clark plan at least attempts to grapple with this crucial dimension of the school crisis.

ROBERT W. HARTMAN.

'Ability-Grouping' Separation Mounts in South, U.S. Says

By Peter Milius
Washington Post Staff Writer

A key federal civil rights official said yesterday that Southern school districts are now resorting in significant numbers to "ability-grouping," and thus keeping some classes heavily segregated even when schools are not.

J. Stanley Pottinger, head of the Health, Education and Welfare Department's Office for Civil Rights, said at a press conference that federal monitors have found such classes in about half of 120 newly desegregated Southern school districts visited so far this fall.

Pottinger said that the government plans to take steps against the new pattern this school term, but he is not sure what they will be.

He noted that class segregation, like "all racial isolation," is "suspect at least." But he also observed that the govern-

ment "cannot bar every form of ability grouping."

His Civil Rights Office is holding a conference today in Miami to formulate rules, he said. He suggested that the government might end up banning ability grouping in certain subjects and for the whole school day.

He stressed that the new rules would be applicable nationwide, saying that "ability-grouping is used at least as much in the North as the South."

Three years ago ability-grouping was an issue in the *Hobson v. Hansen* school suit here in Washington. Judge J. Skelly Wright banned further use of the track system, the form of ability-grouping then in use here, on the grounds that it was too rigid. He did not, however, ban ability-grouping in all its forms.

Pottinger cited ability-grouping yesterday as an example of

a whole new generation of school desegregation problems in the South. The old problem was to get black and white children into the same schools. The new problems, Pottinger said, deal with what happens next, "within schools."

"Those problems," Pottinger said, "are qualitatively different from what this office has been dealing with historically," and "they are not simple problems."

Most of them have to do less with outright segregation than with what he called "in-school discrimination," over issues as diverse as textbook content, student discipline and school mascots.

Civil rights groups have been urging the government for several months to take a strong stand on these issues, in an effort to avoid black-white disputes as new desegregation plans took hold.

Pottinger's staff tried at one point to draft a directive covering these new issues, and HEW Secretary Elliot L. Richardson said at a Senate hearing that a policy statement would be issued before the start of the fall term.

Pottinger said yesterday that this plan has now been abandoned as unworkable. "What we've decided to do," he said, "is not put out a mammoth catalogue, but deal with these issues piecemeal," ability-grouping first.

One reason, he said, is the danger of federal "censorship" in the catalogue approach. He mentioned various examples, how, for instance, to deal with textbooks "that depict blacks in a discriminatory fashion," or how to deal with teachers "who make discriminatory remarks."

Pottinger said that, ability-grouping and these other new issues apart, "there has been unprecedented compliance" with desegregation plans and orders in the South this year.

About 600 districts had such plans and orders to carry them out, and about half of these are under HEW jurisdiction.

So far, Pottinger said, his staff has found only three districts reneging on their plans. "We're not finding the problems we thought we'd find this fall," he said.

Friday, Oct. 2, 1970

THE WASHINGTON POST

The WASHINGTON DAILY News

A SCRIPPS-HOWARD NEWSPAPER

"Give light and the people will find their own way."

Richard Hollander,
Editor

Ray F. Mack,
Business Manager

THURSDAY, NOVEMBER 19, 1970

1013 13th St. N.W. (20005)

DI. 7-7777

In Metropolitan Washington: By carrier 45c per week, \$1.95 per month. By mail: 3 months, \$4.50

Where's that swatter?

JULIUS HOBSON has done this city some service in his self-appointed role as gadfly to the public school administration, but there comes a time when too much buzzing around can be more distracting than helpful.

The school board's 42-page brief in answer to Mr. Hobson's latest suit is, in the main, both candid and convincing. Mr. Hobson is a statistician by trade, and he tends to look over the school system with the cold eye of a certified public accountant. What distresses him now is that there is still a fairly wide variation between individual schools in the amount they spend per pupil.

The school board argues that this has nothing to do with the location of the schools (west of Rock Creek Park as opposed to east of it) but rather relates to the size of the schools, it being more costly to operate and keep up the smaller ones.

Furthermore, the board says, if it were to follow the Hobson plan and level everything out, some 1,500 children — all of them poor and black — who are now being bused to the smaller schools west of the park would suffer accordingly.

Taking into account the present complexion of the school board, we find it hard to believe that its members would favor discrimination against children because of their color or economic status. The suggestion is nonsensical.

When you come right down to it, the amount of money spent to educate a student, assuming the amount is reasonably generous — which, in this case, it is — has very little to do with how well that kid is taught or how much he is going to be able to learn.

We wish Mr. Hobson would apply more thought to this.

Hobson Says School Bias Persists

By Lawrence Feinberg
Washington Post Staff Writer

Julius Hobson yesterday repeated his contention that the Washington school board discriminates against poor Negro children, and said the board's attempts to prove otherwise were based on "inconsistent and erroneous" arguments and data.

In a 185-page memorandum filed in U.S. District Court, Hobson disputed the board's assertion that it has complied with Judge J. Skelly Wright's 1967 order, banning school discrimination because of "racial and economic status."

Instead, Hobson declared, there is a "widening inequity" in average per pupil expenditures between the 13 elementary schools in white neighborhoods west of Rock Creek Park and 123 other grade schools in the rest of the city.

In May, Hobson asked Judge Wright to require the school system to spend the same amount of money from its regular budget—within a 5 per cent variance—on each student in every part of the city.

A proposed court order, contained in yesterday's filing, would limit the equal expenditure rule to money spent on "teachers' salaries and benefits," as Judge Wright suggested in a preliminary order in September.

The order would exclude administration, supply, and maintenance costs. It also suggests that the systemwide average be computed after excluding schools for handicapped children and those with many poor children and

"compensatory education programs" paid for from the regular city budget.

Hobson suggested that the 16 elementary schools in the model school division in the low-income Cardozo area be put in this special category, allowing them to spend above the city average, which they now exceed by \$49.

If the Cardozo schools were exempted from the equalization order, Hobson's memorandum contends, 12,412 needy children now receiving free school lunches would benefit, and 10,272 would lose.

In a lengthy defense, submitted to Judge Wright last month, the board contended that if the equalization order applied to all schools, over 13,000 children receiving free lunches would lose teaching expenditures.

The board maintained that variations in the size of school buildings, not discrimination, account for the differences in per pupil expenditures. It said that teaching costs "are not a valid objective measure of educational opportunity" because highly paid older teachers are not necessarily better than younger ones.

It added that because of the voluntary busing program Judge Wright ordered three years ago, many of the 13 schools west of Rock Creek Park now have substantial Negro enrollments.

Yesterday, Hobson strongly rejected all three arguments as reasons for not issuing an equalization order.

He said that eight schools west of the park now average

over 85 per cent white, and that their per pupil expenditures exceed those in the rest of the city by 23 per cent, even though they are lower than those in the five west-of-the-park schools with a majority-black enrollment.

Hobson presented a complicated mathematical analysis, which he said indicated that building size alone accounts for "no more than 15 per cent" of expenditure differences. He submitted a lengthy review of educational literature, contending that giving higher salaries to older teachers is proper.

In any event, Hobson added, the school board itself has chosen the present salary scale, and should be required to administer it "equitably."

He said that there is much extra space for more bused-in pupils at the schools west of the park, and that even though overcrowding has been reduced in much of the city, the extra space is not evenly distributed.

Hobson's principal argu-

ments are contained in a long analysis prepared by Stephen Michaelson, a research associate at the Center for Law and Education at Harvard University. Hobson's legal brief was prepared by lawyers for the Harvard center and the American Civil Liberties Union.

Post 1/18/70

Mayor Insists D.C. Isn't 'Armed Camp'

By RONALD SARRO
Star Staff Writer

Mayor Walter E. Washington has rejected a proposition that recent shooting and other gun incidents in District high schools reflect the fact that the city has become an "armed camp."

Washington yesterday cautioned observers to avoid getting "caught up in the hysteria" of gun incidents, which have resulted in the death of one city junior high school student.

Calling the school problem here "characteristic of other cities," Washington said the facts in the fatal shooting at Hine Junior High, and other recent gun incidents "are not indicative of the total situation."

Makes Comments on TV

The mayor made the remarks on News in Perspective, a nationally television panel discussion last night under the joint sponsorship of National Educational Television and The New York Times, televised locally over WETA.

District City Council Chairman Gilbert Hahn Jr. joined Washington as a guest on the hour-long interview, the first nationally televised news panel interview ever granted by the mayor.

Washington rejected the contention of a questioner that so many District residents and suburban dwellers have armed themselves that guns are readily available to junior and senior high school students for the taking.

He said people should not overreact to the school gun incidents. Washington added that increased police patrols in the schools, together with patrols by city recreation department roving leaders and school administrators were to "give some assurance" to parents and students about school security.

The mayor also underscored

School Board Weighs Safety Issue.

Page B-1

the importance he placed on his taking command of the school situation at a meeting with officials earlier this week, immediately after the fatal shooting.

Washington said, "Unless there is a central push on all of the problems, school or otherwise ... you're just not going to make it."

Common to All Cities

During the course of the interview, Washington and Hahn repeatedly emphasized that the problems of crime, housing, jobs, and education plaguing the city are common to all major cities.

Washington, noting that 14,000 mayors supported home rule for the District at this year's meeting of the National League of Cities, worried that many city residents anticipate too much from self-government.

"Just the right to elect your own mayor and city council is no panacea," Washington said. He added that after self-government, solutions still must be found for problems, and most of all, money must be found to finance the solutions. He said all major cities are near bankruptcy because the need for services has far outrun the ability to raise money.

3 to Fight

7/8/70

Appeal
To WrightBy Lawrence Feinberg
Washington Post Staff Writer

Three members of the Washington school board said yesterday they would seek a court order to invalidate the board's request that Judge J. Skelly Wright lift his 1967 injunction against discrimination in the schools.

The three—Charles Cassell, Bardyl Tirana and Martha Swaim—said the board had not properly authorized the request, filed in its behalf Monday by the corporation counsel.

The board's request was filed in U.S. District Court Monday in response to a motion by Julius Hobson, plaintiff in the case, for a court order requiring equal per-pupil expenditures—within a 5 per cent leeway—in every elementary school.

Cassell, Tirana, and Mrs. Swaim are members of a minority faction on the board. They have generally supported Hobson, who was elected to the board in 1968 but defeated last year.

Edward Hancock, a member of the board majority on the issue, said the planned court action was "an attempt to impose minority rule" through the court.

Board President Anita F. Allen termed the action "ridiculous." She said it was "an attempt to discredit the black leadership of the board."

Tirana and Mrs. Swaim are white, Cassell is a Negro. Seven of the other eight board members are black.

Mrs. Allen spoke sharply about "misguided white liberals" who, she said, are "self-seeking and self-serving . . . (and) are not concerned with the education of the majority of the children in this school system."

Enrollment in the Washington schools is 94 per cent black.

Tirana, a lawyer, drew up the complaint for the three. He said Mrs. Allen had refused to call a special meeting to discuss the suit and that the board had not acted officially to authorize the corporation counsel's reply.

Mrs. Allen said yesterday that the request to lift the injunction had been approved by the board in August, 1969, after Hobson first filed a complaint that the board was not carrying out Judge Wright's decree.

She said it was discussed informally after Hobson filed a new motion on May 19. A special meeting was not held, Mrs. Allen said, because a quorum could not be gathered for such a meeting after it was requested May 24 by Tirana, Cassell, and Mattie G. Taylor.

Tirana said that if a court order forced the board to hold a meeting on the case it would probably approve the motion already presented by the corporation counsel requesting the vacating of the Wright decree.

Henley Cites Pupil Costs In Bias Case

By Lawrence Feinberg
Washington Post Staff Writer

The pattern of per-pupil expenditures in Washington's 133 elementary schools "seems to refute" charges of racial and economic discrimination, Benjamin Henley, acting school superintendent, said in court papers filed yesterday.

Instead, Henley said, the wide variations in school-by-school costs reflect population shifts, the size of school buildings, maintenance costs and other factors that are for the most part beyond the school system's control.

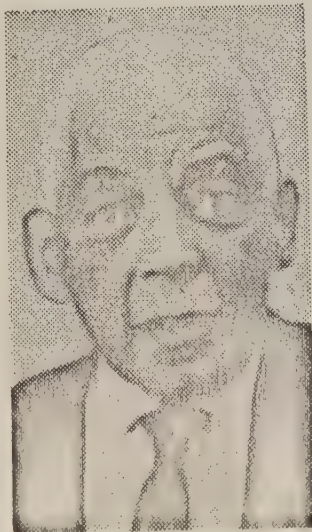
Any attempt to equalize expenditures from the regular school budget, Henley said, would be "devastating . . . in terms of personnel transfers and assignments."

Henley submitted two large notebooks of charts and reports to Judge J. Skelly Wright to show how the system has carried out Wright's 1967 desegregation decree.

Wright requested the new data last month after Julius Hobson, the plaintiff, asked the court to require the school system to spend the same amount of money from its regular budget—within a 5 per cent leeway—on each student in every elementary school in the city.

Hobson contended that equal per-pupil expenditures are necessary to carry out Wright's decree, which banned discrimination because of "racial or economic status."

The decree specifically abolished the track system, ordered "substantial integration" of school facilities and required busing of students from overcrowded Negro schools to predominantly white schools west of Rock Creek Park that have extra space.



BENJAMIN J. HENLEY
... refutes charges

The data submitted yesterday showed that of the 15 schools having the highest per-pupil expenditures last year, nine were in poor neighborhoods, mostly in Cardozo and other sections of the near Northwest. Only one of the high-expenditure schools, Mann, was in a white neighborhood west of Rock Creek Park.

The other five, Henley said, are in middle-income Negro areas.

Two small schools in Georgetown, Fillmore and Hyde, and one nearby, Hardy, also had per-pupil expenditures above \$800, compared with the systemwide average of \$614.

were more black pupils at these three schools than whites, 278 to 241, and about 40 per cent of their students were bused in from overcrowded schools in Anacostia.

Of nine schools below \$500 per pupil, six are in sections of Anacostia that were lower middle income areas in 1959, the last year for which census data showing neighborhood income levels is available. Only one school, Tubman, was in a poor area, Henley said.

The two others, Randle Highlands and Kimball, are in high-medium-income areas in Anacostia.

In a 19-page affidavit, Henley said the per-pupil expenditures are generally higher in small school buildings because building maintenance costs and administrative costs cannot be scaled down proportionately.

Class size and whether a building is under or over capacity also affect pre-pupil costs, Henley said.

Henley also produced long lists of special services including free lunches and breakfasts and field trips, and special personnel, including reading specialists, psychologists and social workers which he said are concentrated in areas of greatest need.

For example, only 14 of the 2,730 pupils in the pre-kindergarten program come from west of Rock Creek Park.

Seven of the city's nine predominantly white schools had relatively high per-pupil

expenditures, ranging from \$664 to \$794. Mann was even higher at \$966.

But Lafayette, the school with the highest proportion of whites, 97 per cent, and the highest level of reading achievement in standardized tests, received \$516 per pupil, 13th from the bottom.

Lafayette, which is in Chevy Chase, D.C., is the only school west of the park that is overcrowded.

Cardozo Schools

Schools in Cardozo, the area that according to census data is the poorest in the city, generally ranked high in per-pupil expenditures, both from the regular budget and from extra federal aid.

The city-wide per-pupil expenditure of \$614 included \$586 from regular city funds. Most of the remainder came from Title I federal aid for poor children and Impact aid for children of federal employees.

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Anacostia, which is not as poor as Cardozo but has gained population rapidly, generally was still low in per-pupil expenditures.

But of the 11 schools there which had the lowest per-pupil expenditures in 1968, only one, Garfield, at 25th Street and Alabama Avenue SE, was still in this category.

The Nichols Avenue School, also in Anacostia, jumped from eighth from the bottom in 1968 to fifth from the top this year.

Hobson used data from 1968 in contending that unequal per-pupil expenditure indicated a pattern of discrimination against poor Negroes.

The range of per-pupil spending in 1970, including classes for the handicapped and decentralized projects, was from \$142 to \$2,157. However, at 104 of the 133 schools expenditures fell between \$500 and \$800.

The range in 1968 was from \$292 to \$798.

Hobson is expected to file his own analysis of the data soon. Judge Wright may ask for oral arguments on the case although he could decide it on the basis of the papers submitted to him.

SLAIN STUDENT

1st Killed in

D.C. Schools

Wash. Post

By Lawrence Feinberg
Washington Post Staff Writer

1/6/70

Tyrone Perry, the 15-year-old student who was shot in a hallway yesterday at Hine Junior High School, was the first student ever killed in a Washington public school, officials believe.

Almost a year ago, on Jan. 24, 1969, Herman L. Clifford, an assistant principal, was fatally shot at Cardozo High School. He was the first teacher or administrator slain in a Washington school.

The two deaths are not connected, but they are part of a pattern of violence that is afflicting many schools in Washington and other big cities.

Washington officials, like those in other cities, are perplexed about how to deal with it.

Patrolman at Cardozo

In New York and Chicago, police patrol the halls of many schools. In Washington, as a matter of school administration policy, police have not been assigned to "hall duty."

However, police have been stationed several hours daily in and around two high schools, Cardozo and Eastern, and other schools have been placed on "short beats" with policemen checking them regularly.

Last night the school board and city government announced that police would be assigned full time to virtually all of the city's 46 junior and senior high and vocational schools.

Perry was killed at Hine, police say, when he and a friend were looking at a gun during lunch time. The friend, also 15, was cutting his classes at Randall Junior High School, 1st and I Streets SW. He told police that the gun went off accidentally.

Meanwhile, at Sousa Junior High School, in Far Southeast Washington, another youth, Steven Swinson, 14, was wounded in an incident about 90 minutes earlier.

8th Grade Classmates

Swinson was shot in an incident that a 15-year-old, charged in the case, said was accidental.

On Dec. 16 a senior at Anacostia High School was wounded by a pistol in a second-floor washroom. Police said the youth was examining a gun with two friends.

At Randall Junior High last winter, a boy was injured when a gun went off in a washroom, apparently during a tussle with his brother.

How many guns are brought into D.C. schools and don't go off, nobody knows. But police figures indicate that guns are available to many teen-agers.

Most Common Crime

In 1968, about 4,100 armed robberies were committed in Washington with guns, and police estimate that about one-quarter of the holdups involved youths under 18.

Police said Clifford was killed when he accosted two 17-year-old youths, and one 19-year-old as they were robbing the Cardozo High School bank at gunpoint.

By far the most common crime in the schools is robbery.

When it occurs among students it is called extortion and usually involves a threat of force by bigger youths against smaller ones.

Officials say extortion is particularly widespread at the city's 29 junior high schools, where the size and maturity of students varies greatly in the seventh, eighth, and ninth graders.

Many of the 15-year-olds seem almost fully mature, are disaffected from classwork, and are waiting until they can legally drop out of school on their 16th birthdays.

Officials said children at several Washington elementary schools have been "shaken down" for small change by students from nearby junior highs.

This fall several teachers were robbed, one in front of her classroom. Many teachers take only a few dollars with them when they go to work.

Acting School Supt. Benjamin J. Henley acknowledged last month that crime and disorder in city schools have become very serious.

Call Room Called

'Good-Hearted' Youth

WASH POST

1/6/70

"Anything you asked Tyrone to do, he'd do it with a smile. Anytime you'd see him he'd have a smile on his face."

Katherine Gist, a neighborhood youth program director, spoke of Tyrone Perry, 15, the youth who was shot and killed in a hallway in Hine Junior High School yesterday.

The youth was well liked and considered "a pretty good student" by teachers, neighbors and classmates.

"I've never seen him in a fight in the six years I've known him," said Elizabeth Sistrunk, a neighbor of the Perry family in the Hopkins public housing apartments at 1000 12th St. SE.

Tyrone lived there with his mother, Mary, a brother, Michael, 10, and a sister, Ronda, 3. Neighbors repeatedly spoke of them as "good people."

Tyrone's father died several years ago, and his mother cleans government buildings at night.

The youth was one of Hopkins Apartments junior captains, a group under Mrs. Gist's direction. She said Tyrone helped supervise other youths in doing minor repairs in the housing project.

He was also very good in sports, she said. He was especially skilled in baseball and played well with the younger boys, she said.

Tyrone was captain of the younger boys' baseball team in the neighborhood, she said, and wanted to play professionally someday.

"He was very good-hearted."

Friends at Hine Junior High School also characterized Tyrone as "playful" and "jovial." His printing teacher said he was "probably the best" in his class.

Neighborhood friends noted his devotion to his sister, Ronda, and said he was known for his politeness and consistently pleasant personality.

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Slain in

Slain in Jr. High

Patrols Added In D.C. After 4 Gun Incidents

By Martin Weil
and Alfred E. Lewis
Washington Post Staff Writers

A 15-year-old Hine Junior High School student was shot and killed in the school yesterday when a gun held by a friend from another school went off accidentally, police said.

City officials announced last night that enough police will be assigned starting today to patrol all the city's junior and senior high schools.

The slain youth, Tyrone Perry, of 1000 12th St. SE, was pronounced dead at Rogers Memorial Hospital at 12:22 p.m. of a gunshot wound in the chest. His friend was charged with homicide, police said.

The killing, and three other incidents involving guns at schools yesterday—including one in which a Sousa Junior High School student was shot—were followed last night by an emergency meeting at which top city officials sought a solution to the problem of guns and violence in the schools.



TYRONE PERRY
... shot in the chest

Walter E. Washington announced that 25 more police will be assigned to the schools today. Assistant Supt. George Rhodes said this means that police will be assigned full time at each of the city's 16 senior and vocational high schools and 30 junior highs, and more police will be patrolling elementary schools.

The mayor also said that 50 school administrators will be sent into the schools, aided by 21 recreation department roving leaders working on overtime.

In another move, the mayor said he will end a hiring freeze and begin today to hire 80 community aides. In the next few months, he said, they will replace the 50 administrators in the schools. Project Progress and the mayor's youth program will also be used, the mayor said.

The meeting last night in the District Building was attended by the mayor, the City Council, the school board, Police Chief Jerry V. Wilson and other agency heads. They will meet again in two weeks to assess the effect of the new measures and will meet thereafter on a monthly basis.

"All the resources of the city will be brought to bear" on the problem, the mayor said.

See SHOOT, A4, Col. 3

In the Sousa incident related to the slain Hine, 14-year-old Swinson was shot with a .22-caliber fellow student after he play in a third-floor corridor, police said.

Swinson is listed in good condition in D.C. General Hospital. His fellow student, 15, has been charged with assault with a dangerous weapon, police said.

School officials said that Perry was the first student to be slain in a District school.

An assistant principal, Herman Clifford, was shot to death at Cardozo High School during a holdup attempt there last January. A number of incidents since have led parents, teachers and school officials to express rising concern about school violence.

In yesterday's third shooting incident, James Owens, 15, told police that two shots were fired at him about 12:20 p.m. by one of a group of 10 youths in the playground of Elliott Junior High School at Constitution Avenue and 18th Street NE.

ran from the youths who had tried to rob him.

In the fourth incident, police said they took a gun from a 16-year-old Spingarn High School student outside Kramer Junior High School at 17th and Q Streets SE.

Police said they searched the youth on a tip. They said they charged him with carrying a dangerous weapon and possession of an unregistered gun.

Detectives said the 15-year-old youth who was charged with homicide in the Perry slaying gave this account:

The youth, a former Hine student now enrolled at Randall Junior High School, at 1st and I Streets S.W., said he went yesterday to Hine, at 7th and C Streets S.E. to buy some school bus tickets.

Police said he had been transferred because Hine was overcrowded.

He was carrying a gun, which he had taken recently from the house of a friend.

At Hine, he met Perry, who was a friend, neighbor and former schoolmate, and a number of other youths he knew.

In the second floor stairwell, about 11:50 a.m., the Randall student showed his gun to Perry and the others.

Knowing little about firearms, the Randall youth cocked the hammer of the pistol, but could not return the hammer to its original position.

As the Randall student sought to do so, Perry stepped toward him to see if he could help.

Suddenly, the hammer fell. A shot rang out, striking Perry just below the heart.

The Randall student gave the gun to another Hine student, who has not yet been found. Then he remained on the stairwell, with Perry, who was not yet dead.

Perry was pronounced dead at Rogers Memorial Hospital at 12:22 p.m.

Late yesterday afternoon, police charged the Randall student with homicide.

About 9 p.m. last night, police searching the area around Hine found a revolver in a trash barrel. They were conducting ballistics tests to determine if it had been used in the slaying.

When first questioned by police, the Randall student had said that he and the slain youth had both been accosted in the stairwell by a man with a gun who tried to rob them.

said the youth changed his story under questioning.

Burke said detectives called in the youth's father, who helped persuade the youth to change his story, Burke said.

Burke also voiced high praise for cooperation shown by the school's principal, Charles Thompson, in finding witnesses and persuading them to tell what happened.

Thompson told Hine's student body of the shooting incident at a 1 p.m. assembly in the school auditorium. He told about 750 students who returned yesterday from Christmas vacation not to be afraid.

Thompson told the students at the assembly that Perry had been shot to death without warning after he refused an outsider's demand for money.

"I don't want you to get upset... I don't want you afraid," Thompson told the students. "We will do all we can to make you safe."

He asked the students to return to their home rooms.

Thompson said he had favored chaining shut all 14 of the blue-painted entrances to the multiwing, multistory brick and glass junior high school.

But fire officials have forbidden the chaining of the doors. All 14 entrances were open yesterday from the outside, Thompson said.

Merely locking the doors from the outside won't prevent outsiders from entering, Thompson said, explaining that many students open the doors from inside in response to knocks.

Normally, he said, the school, which has a total enrollment of 958, "is very calm." Although outsiders have entered in the past, they had caused no violence, he said.

After taking statements from witnesses and youths involved in the other shooting incidents, at Sousa, 37th Street and Ely Place SE, police released this account:

The 15-year-old who has been charged brought a four-shot .22-caliber pistol to school yesterday morning.

In his statement, the student said he found the gun at 8:30 a.m. in 37th Place SE. He told police he wanted to keep it.

Shortly after 10 a.m., the 15-year-old encountered Swinson in a third-floor hallway of the school on his way to math class. Two other youths were also present.

The youths said in statements that they all began to engage in horseplay, pushing, shoving, grabbing at each other's clothing.

At some point in the horse-play, the youths said, the 15-year-old pulled out the pistol. Swinson, the wounded youth, told police that he saw

the 15-year-old take a bullet from the gun and then put it back in.

Although statements from the four youths involved differ at this point, police said, Swinson told police that the 15-year-old ordered him to stand against the wall.

Swinson said the 15-year-old pointed the gun at him and shot him in the hip.

The 15-year-old told police the gun went off accidentally.

The youth took Swinson to the office of the school nurse. He turned the gun over to the nurse and to Principal Maurice A. Jackson, 42. The two youths were known as good friends.

The youth is being held at the receiving home pending juvenile court action.

11/8/70 Post Board Weighs School Safety

City Ignored Earlier Plan, Coates Says

By WALTER TAYLOR
and DAVID PIKE
Star Staff Writers

A special meeting on safety in the schools was scheduled today by the District School Board after members strongly reacted to criticism that they had "panicked" after the fatal shooting this week of a junior high school student.

The Rev. James E. Coates, board president, asserted at a press conference last night that if dereliction of duty was partially responsible for the death of 15-year-old Tyrone Perry on Monday, it was on the part of Mayor Walter E. Washington and the City Council—not the board of education.

Coates said that the security plan recommended by the mayor at a special meeting Monday night had been suggested by the school board "many times" before.

Furthermore, Coates contended, Washington's contingency plan—which calls for 75 metropolitan policemen and 21 recreators in monitoring activities at "ers" to join school administrators in monitoring activities all of the District's vocational, junior and senior high schools—represents "only partial fulfillment of the requests of this board."

Board Members Divided

Board members and members-elect are divided over the use of police patrols in the city's schools. While the majority feels that police in the schools cannot be avoided now, several others argue that such a step will not solve the problem.

Of the board members and members-elect contacted yesterday, only Baryl Tirana, who will take office later this month, opposed outright the use of police. Fellow member-elect Charles I. Cassell and outgoing member Julius Hobson also have said they oppose such tactics.

The position that police patrols cannot be avoided while the present situation exists was upheld by Coates, board vice president Anita F. Allen, and members Muriel Alexander, Albert A. Rosenfield, Edward L. Hancock, and Nelson I. Roots.

At a press conference called yesterday by Coates and School Supt. Benjamin J. Henley to announce the creation of a memorial fund for the slain youth, the board president echoed charges made against the mayor earlier in the day by Mrs. Allen.

Criticizes Mayor

Mrs. Allen said several board members, including herself, sought a meeting with Mayor Washington in early September to ask for more help to curb crime and violence in the schools.

"We were told the mayor was too busy," Mrs. Allen said. "You know, it's difficult to reach the mayor when he doesn't want to be reached."

The board members did meet with aides of the mayor, Mrs. Allen said. The city administration was asked to double short-beat police at the schools and assign some officers full-time to troubled schools, she said.

Coates said similar proposals were included in 1970 budget requests submitted by the school board to the mayor and the city council. "All these requests were developed in budget statements and were well known to the city council," he said. "Even now they have been only partially responded to."

A witness to the private meeting Monday in the District Building

See SCHOOL, Page B-4

Continued From Page B-1
ing said, "It was all the mayor's show. He was calling all the shots," indicating that he did so as a last resort because of inaction by school officials in coming to grips with the problem with safety in the schools.

Coates Claims Initiative

Coates said it was the school board—most of whose members attended the meeting—which suggested placing monitors in school hallways. Other board plans were "not fairly considered," Coates said.

He said other proposals—drawn up at an emergency board meeting Monday afternoon—included providing walkie-talkies to teachers in portable classrooms and in isolated building floors and wings and relaxation of fire codes which would enable principals to chain exit doors to prohibit outsiders from entering school buildings.

Reports leaking from Monday's meeting indicated that both Coates and Mrs. Allen suggested that some doors to schools might be closed to protect students from outsiders. But Cassell said this would be "inviting tragedy."

And Fire Chief Hugh Groves cited the 83 school fires in the District in fiscal 1969 and 23 so far in fiscal 1970. He made it clear that locking of doors were out.

Calls Problem Citywide

In summing up the board's position, Coates said, "the violence (in schools) is the responsibility of agencies outside the board of education. The board has made a reasonable, immediate response to the problem (and) has not been derelict (or) apathetic. This is a citywide problem that has been impacted on the school."

Tirana, present at the press conference last night, disagreed with Coates' assessment of the school security problem.

"I am horrified," he said "If there was a failure Monday, it was the failure of the board of education. Public school students are the responsibility of the board."

"The mayor of this city has been superb. He has quite rightly . . . yielded to the initiative of the board of education. He has not encroached on their prerogatives."

Tirana said Mayor Washington "waited for the board . . . to exercise its responsibility. We went to the mayor's office with

nothing in hand. It was the mayor . . . who turned to the chief of police . . . and offered us the services of his department.

"The mayor bears no responsibility in this matter. On the contrary, it is he who should be congratulated. The board of education totally abdicated its responsibility."

Another view of the crime situation was given yesterday by Bruce J. Terris, chairman of the D.C. Democratic Central Committee. In a statement prepared for delivery at last night's community school board meeting, which was canceled because of the snow, Terris said he had spoken before the board last April on the same subject, and that nothing had been done.

Terris said police should be

removed from the schools as soon as possible and that a comprehensive program for preventing juvenile delinquency should be developed by city and school officials.

"I am not suggesting that the board of education should not have police, or preferably civilian aides, available for use in schools where violence is rampant," Terris said. "I believe . . . that education is impossible in an atmosphere of lawlessness and fear."

He said, however, that more policemen, civilian aides or other kinds of law enforcement personnel will not solve the problem of crime in or outside of the schools. He noted that the District crime rate has continued to rise despite an increase in the number of police officers.

SCHOOLS

Board Calls Safety Meeting

FIRE INSPECTORS CHECKING D.C. SCHOOLS FOR VIOLATIONS

Fire inspectors are checking all District public and private schools this week to determine if they are violating fire regulations.

Fire Chief Hugh A. Groves said yesterday that all 16 inspectors from his office are making the checks as a result of the discovery of a number of illegally chained doors at Hine Junior High School, where a 15-year-old boy was shot to death Monday.

The doors at Hine had been chained before the shooting in an attempt to keep outsiders from entering the building, Groves said, adding that he and Hine Principal Charles A. Thompson had agreed to remove "all chains."

"One death, as sad as it is, is not as sad as bodies piled up against (chained) exit doors," Groves said.

Policing the Schools: An Inside Job

Crime in the schools is only one facet of crime in the District and in the long run it cannot be divorced from efforts to deal with the broader problem and its underlying causes, but, at the same time, it must be recognized that education is the key to everything we hope to accomplish. If we cannot provide a safe environment in our schools, if we cannot protect children from attacks, intimidation, and corruption in their very classrooms, then I submit that we are beaten in the war on crime before we begin.

—Sen. William B. Spong (D-Va.), chairman of a Senate subcommittee studying crime in D.C. schools.

What was plain to Senator Spong last October is no less plain today, in the wake of a new spate of gun incidents in the city's schools. Obviously, juveniles carrying guns to school is part of the problem of juveniles carrying guns to rob banks, which is a very big part of the larger crime crisis in this community; solve the big problem and the rest will fall into place. But solving the big problem is just as obviously going to take time and it is not going to be enough in the meantime for school officials to argue, as they now seem to be arguing, that the current threat to security in the schools is almost wholly the result of outside forces beyond their control.

There was a note of panic in Acting Superintendent Henley's recent comment that the schools must look to the "total community" to solve their problems and there was even more panic in the action of the principal of Hine Junior High in locking his doors in violation of elementary fire safety rules. We sympathize with the plight of the schoolmen and agree that they deserve a great deal more outside support than they have been getting, from the Congress, the community and the city government. But they still must deal with the problems within the schools—because the problems are inside as well as outside—and something more than locked doors is needed to prevent such tragedies as the accidental fatal shooting of a 15-year-old Hine student by a chum from another school and to deal with the related daily problems of discipline and decorum that are plaguing our schools, particularly the junior highs.

Obviously, steps must be taken to keep guns out of schools without waiting for Congress to adopt effective national gun-control legislation. Obviously, steps must be taken to maintain order in the hallways. Except in emergencies, this is not a proper assignment for policemen. They are not educators, and anyway, they are needed outside the schools

to patrol the whole community including the neighborhoods around the schools. Community aides may be used as hall monitors at the discretion of school principals, but they too have another assignment—to provide assistance to the teachers in the classrooms, particularly those with special problems.

There was a great deal of talk about school discipline and safety during 1969, much of it stemming from another fatal shooting, the killing of an assistant principal of Cardozo High School, but there was little action. The school board itself was unable to maintain order at its meetings and it swung wildly from one proposed solution to another. No leadership was provided by Superintendent Manning who was fired in mid-year, and his successor, Mr. Henley, an *acting* superintendent, has not grabbed the ball.

In demanding something more than "strong persuasive statements or temporary holding measures," Mr. William H. Simons, the head of the teachers union, was reflecting a fear that 1970 will be lost the same way 1969 was lost. Yet there are things the schools can do. Mr. Simons' suggestion that a two-day moratorium be held to bring students, teachers and community representatives together on the problem would be one way of involving them in the solutions. Whatever device is used, however, the schools must go about the business of creating an atmosphere that will make teen-age gun-toting and rampaging around the hallways intolerable to the best elements within the student body itself. It is not practical to frisk every student, but homeroom teachers who are assigned relatively small numbers of students are in a position to spot the first signs of trouble. Hall monitors also can perform this function, although ultimately their duties should be taken over by students.

The most important thing to do is to involve the students. It is their comfort and safety—and education—that is at stake. They often know best who is likely to misbehave and probably would know who is carrying a gun or a knife. The school safety committee last year suggested that the students themselves be given a role in developing a code of conduct to be enforced by a system of student courts, but this was not implemented.

Ultimate authority, of course, must remain with the school administration, but its ability to control the schools can be reinforced considerably if the students are directly involved in the job themselves. The most responsible among them are likely to understand better, and to deal more sternly and more fairly with, the behavior of their peers than any adult.

Highlights of Final Legal Briefs in D.C. School Suit

Final briefs were filed last week in Julius W. Hobson's racial discrimination suit against the District public schools, and a ruling is awaited in U.S. District Court.

The plaintiffs contend that the neighborhood school concept, the track system and other procedures perpetuate de facto segregation and inequality of education.

The defense brief, prepared by members of the corporation counsel's office, says "there is no constitutional duty on the part of defendants to undertake affirmative action to achieve racial balance in the schools ... when racial imbalance exists as a result of economic or neighborhood patterns and not as a result of actions of defendants."

The plaintiffs' brief charges the school system with "failure to devise and establish suitable plans ... to stem and reverse a declining white pupil population."

Hobson's brief also charges discrimination in that Negro teachers are generally assigned predominantly to Negro schools and white teachers to predominantly white schools.

The track system, it contends, is "weighted in favor of white children and those from higher socio-economic groupings ...

'Denial' of Opportunities

"Racial segregation, as created, continued, countenanced and sanctioned by defendants, constitutes a denial of equal educational opportunities," it says.

The defense says any artificially created racial balance would lead to "further retreat by white families" to the suburbs and "no educational advantage ... would be derived."

The brief says the income of pupils' families—not their race—is the determining factor in educational achievement.

"The schools alone cannot compensate for all the disadvantages characteristic of children who are environmentally disadvantaged."

The schools cannot compensate for low income, broken homes, uncertain employment of parents, absence of father figures, and frequent changes in residence, the defense brief says.

The track system is a legitimate educational device to group children of like ability, it adds.

Among those who testified

were School Supt. Carl F. Hansen, who indicated some white teachers may have transferred out of predominately Negro schools by disguising their reasons to conform to the system's restrictions on such moves.

Following are excerpts from both briefs:

HOBSON'S BRIEF

Negro children and those from the lower socio-economic groupings are segregated in the Washington, D.C. public school system. In the main, this segregation results from a rigid adherence to the "neighborhood school" concept; the discriminatory establishment of the geographical limits of the various elementary, junior and senior high schools; the calculated use of "optional transfer zones"; the iniquitable and discriminatory administration of an inflexible system of pupil ability grouping curricula; the neglect or refusal to employ alleviative plans or programs; and the failure to devise and establish suitable plans and programs to stem and

reverse a declining white pupil population.

Pupil Segregation

These segregated children are taught by less experienced and stable faculties than white children and those from the higher socio-economic groupings.

Less money is spent annually on these segregated children than that which is spent on white children and those from higher socio-economic groupings.

Teacher Segregation

Negro teachers are segregated in the Washington, D.C. public school system.

In the main, this segregation results from the deliberate assignment of Negro teachers to predominantly Negro schools and of white teachers to predominantly white schools; the deliberate transfer of white teachers to predominantly white schools and the refusal or failure to transfer Negro teachers thereto; and the deliberate staffing of predominantly white schools with permanent teachers and of predominantly Negro schools with temporary teachers.

Negro teachers are not appointed to available supervisory positions in predominately white schools.

Negro teachers must therefore compete for available supervisory openings in the predominantly Negro schools.

Conclusions of Law

Denial of equal educational opportunities by action of defendants in this case is prohibited by the due process clause of the Fifth Amendment under the principles of the Brown and Bolling cases.

Racial segregation, as created, continued, countenanced and sanctioned by defendants, constitutes a denial of equal educational opportunities.

Equal educational opportunities are also denied when any facilities, services or other aspects of the educational process are, to a measurable degree, granted to one segment of the population and denied to another, whether on the basis of race, economic status, national origin or any other classification.

Such facilities, services or other aspects of the educational process include, but are not

limited to: physical facilities, textbooks, including quality, quantity and proper selection, library books, other instructional materials, experienced and qualified teaching and supervisory personnel, proper placement in classes and sub-classes, adequate access to classes offering varied subject matter, opportunity to associate in the learning process with peers of varying racial, ethnic, economic and cultural backgrounds, opportunity to prepare for higher education and to qualify for entering institutions thereof, teachers and supervisory personnel of varying racial, ethnic, economic and cultural backgrounds, access to a school cafeteria, extra-curricular opportunities, sufficiently low pupil-teacher ratios, and adequate and equal per pupil expenditures.

Children in the District of Columbia between the ages of 7 and 16 are required by law to attend a fulltime course of instruction.

Trade System

Defendants' creation, development, maintenance and use of the track system have denied

equal educational opportunities to plaintiffs as follows:

It has been based upon a system of achievement and aptitude tests that are weighted heavily in favor of white children and those from higher socio-economic groupings. The use of such tests has resulted in the unequal placement of white children and those from higher socio-economic groupings into curricula offering greater educational opportunities than those in which are placed Negro children and those from lower socio-economic groupings.

The track system is composed of rigid curricula in which children in one track are virtually without any educational or physical contact with children in other tracks. Intertrack movement or accessibility and use of course offerings in different tracks is virtually non-existent.

The disproportionate expenditures between the elementary schools populated predominantly by white children and those from higher socio-economic groups and those populated predominantly by Negro children and those from lower socio-

economic groupings is a denial to the latter of equal educational opportunities.

The present assignment of teacher and supervisory personnel is discriminatory as between those schools populated predominantly by white children and those from the higher socio-economic groupings and those populated predominantly by Negro children and those from the lower socio-economic groupings, both on a racial and economic basis and on the basis of teacher qualifications and experience, and is tantamount to a denial of equal educational opportunities.

Children in the District of Columbia suburban areas (the City of Alexandria, Va., and the counties of Fairfax, Va., Arlington, Va., Montgomery, Md., and Prince Georges, Md.) are attending schools superior in

See EXCERPTS, Page A-17

Continued From Page A-16

almost every respect to those of the public schools of the District of Columbia. Defendants' policy of refusal, neglect and failure to request sufficient funds from the District Board of Commissioners and from the Congress of the United States to operate adequately the school system of the District of Columbia has therefore denied, or has materially resulted in denying equal educational opportunities to the children of the District, and, in particular, to the Negro children and those from the lower socio-economic groupings.

Since plaintiffs' class amounts to at least 90 percent of all public schools pupils in the District, and less than 5 percent of public school pupils in the suburban areas, defendants' actions have had and are having the effect of denying to plaintiffs equal educational opportunities on account of their race and/or economic status.

Defendants, contrary to the Elementary and Secondary Education Act of 1965 and the Impact Aid Act, have, in violation thereof, allocated funds supplied thereby to the use and benefit of considerable numbers

of children in the higher economic groupings.

The Board of Commissioners of the District of Columbia has the statutory power to levy real estate and personal property taxes to provide greater revenues for the public school system. Moreover, any statutes limiting the board's taxing powers can be suspended, if necessary, to protect plaintiffs' constitutional rights to enjoy equal educational opportunities.

The Board of Commissioners of the District of Columbia has consistently granted more of the revenue requests of the other principal departments of the city than of the Board of Education. Since today "education is perhaps the most important function of state and local governments" (Brown, 347 U.S. at p. 493), this court has the power to order a reallocation of expenditures of the District of Columbia government in sufficient measure to secure plaintiffs' constitutional rights to desegregation of their educational environment and to equal educational opportunities.

This court has jurisdiction over the United States Office of Education which, in substantial measure, finances both the

District of Columbia and the suburban schools, which jurisdiction can be invoked, if necessary, to secure plaintiffs' constitutional rights.

Injunctive and other relief necessary to remedy the denial to plaintiffs by defendants of their equal educational opportunities, as secured by the Fifth Amendment to the Constitution of the United States should be ordered.

THE CITY'S BRIEF

It is educationally advantageous to be exposed to various segments of the body politic. Theoretically, therefore, the best educational environment is multi-racial. This advantage derives from an awareness and experience that a student gains from other segments of the pupil population. The educational opportunity afforded a student in a racially integrated school setting that is not afforded him in a segregated school setting is a social educational opportunity, not an academic educational

opportunity. An integrated school setting offers a student an informal as well as a formal educational opportunity. If achieved naturally, mingling of the races in school would likely

produce a better understanding by a child of the need and ability to live together with other segments of society, but the quality of formal education is largely dependent upon the teacher and is not improved simply by having children of different races sitting behind one another in a class room. Racial balance created by legislative or judicial fiat within a school would be educationally sterile and unproductive, for it would inevitably lead to further retreat by the white families. No educational advantage, formal or informal, would be derived by such a contrivance.

The schools alone cannot compensate for all the disadvantages that are characteristic of children who are environmentally disadvantaged. Language disability, poor verbalization, poor reading skills and poor speech patterns are those features of the culturally handicapped child that the school can combat. The needs of such children for greater instruction, as well as individual attention and recognition, are problems that the school can meet in part.

Factors characteristic of the disadvantaged child generally not compensable through school

efforts are mobility (the necessity for the lower economic family to frequently change its residence), broken homes, lack of a father figure and uncertain employment of parents.

School buildings do have varying per pupil expenditure costs, but this does not mean that different school buildings are actually given different amounts of money to spend on behalf of a pupil and that the predominantly white schools receive more money to spend per pupil than the predominantly Negro schools.

A per pupil expenditure per building figure is not a good measure of the allocation of resources within a school system because the major (89 percent) cost factor in the operation of schools is personnel salaries, and personnel are not allocated around the District school system on the basis of the salary they receive.

Pupil achievement, as measured by reading grade level, has no statistical relationship to the per pupil expenditure for a given school building indicating that the per pupil expenditure figure for a building is not a valid indicator of the educational resources within that building.

While the major difference was personnel salaries, the capacity of the school building and the enrollment therein was the major cause of differing per pupil expenditures from building to building.

Institution of the track system was and still is that there must be a place and opportunity for every child in school. Because of differences in people which are

The philosophical basis for the not racial in character there must be variation in curriculum offering.

The percent of the student body of a given school in a given curriculum corresponds to the income level of the neighborhood served by that school. That is generally, the higher the income level of the area served by the school, the higher the percent of the student body of that school in the advanced curriculums.

As is true at the senior and junior high school levels, there is a correspondence between the income level of neighborhoods served by an elementary school and the availability of an honors program in that school.

At any given income level, Negro children achieve as well as white children. Income of the pupil's family and not his race is

the determining factor in his achievement level.

In order that this court assume jurisdiction over matters relating to public educational administration, plaintiffs must demonstrate a deprivation of their constitutional rights caused by the action of defendants. Plaintiffs having failed to show such a deprivation, this court, as a matter of law, lacks jurisdiction in this cause of action.

There is no constitutional duty on the part of defendants to undertake affirmative action to achieve racial balance in the schools of the District of Columbia when racial imbalance exists as a result of economic or neighborhood patterns and not as a result of actions of defendants.

Excerpt: 1. Cities in District School Dispute State Cases

that the school board is not
in a position to make a
decision on the matter
at this time. The board
is not in a position to
make a decision on the
matter at this time.

With the school board
not in a position to
make a decision on the
matter at this time, the
board is not in a position
to make a decision on the
matter at this time.

As a result of the
board's decision, the
board is not in a position
to make a decision on the
matter at this time.

The board is not in a
position to make a decision
on the matter at this time.

At the same time, the
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matter at this time.

The board is not in a
position to make a decision
on the matter at this time.

THE CITY'S BRIEF

It is the city's position
that the school board is
not in a position to make
a decision on the matter
at this time.

At the same time, the
board is not in a position
to make a decision on the
matter at this time.

With the school board
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The board is not in a
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on the matter at this time.

THE EVENING STAR

Washington, D. C., Monday, December 26, 1966

Plaintiffs have failed to prove that defendants have acted illegally, arbitrarily or capriciously in the exercise of their administrative functions. The record before this court demonstrates that defendants have exercised their administrative and managerial functions in a reasonable and rational matter and in keeping with sound and accepted educational practices.

The employment by the District of Columbia school authorities of the "track sys-

tem" method of ability grouping and their adoption of the neighborhood school concept are, as a matter of law, from the evidence of this record, legitimate functions, of educational administration, and do not constitute a violation of plaintiffs' constitutional rights.

It is a well-known fact that the majority of the population of the United Kingdom are not only ignorant of the principles of the various religions, but also of the history and principles of the various nations and peoples of the world. This is a serious defect in our education, and it is one which should be remedied. The Government should make it a duty of the State to provide for the education of the people in the principles of the various religions, and in the history and principles of the various nations and peoples of the world. This should be done by the establishment of a system of religious and historical instruction in the schools and universities of the country.

The Government should also make it a duty of the State to provide for the education of the people in the principles of the various religions, and in the history and principles of the various nations and peoples of the world. This should be done by the establishment of a system of religious and historical instruction in the schools and universities of the country.